

HR Analytics

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Dear participants, in this session also we will discuss some of the matrix which may be useful for a manager to make a decision at a workplace, right. So, in first three sessions also we discussed some of the matrix that also will be useful for a manager. So, in this session also we will discuss some matrix which will be useful for a manager to make a decision at a workplace. this is the content, outcome of the training, what is the outcome of a training. So, in some of the matrix that we have already discussed, but skill wise we will discuss in this session. And some more matrix that may be value, that may show the value of the training that is what we will discuss.

And third aspect that is what we will discuss in this session that is the evaluation of a training. How the training should be evaluated, on which matrix that should be used to evaluate the training that is what we will discuss. So, let us start with the outcome of training. So, first I suggest to the all HR managers to identify the number of trainings which are conducted department wise right and job category wise.

If you are having that number that will help you to understand what kind of skills that you have given. to these departments in one particular year. So you can divide these two trainings into the two category, functional and behaviour, right. So how many functional trainings are given and how many behavioural trainings are given. So accordingly the outcomes that we had discussed in the previous but in this also we will discuss skill wise outcome.

So, when you are conducting this training, one important thing that you need to focus on

that is the employee focus time. So, if you remember the first session of the recruitment analytics in that we discussed the employee per hour learning, per hour learning. per employee how many hour one employee is learning right. So, focus time how much time that person is needed to do the current job which is at his hand that is the there right. So, if number of hours are high then it may impact the focus time.

So, we have to give a only those number of training to the employees so that their focus time is not impacted. Another thing that you can check, I have already discussed how to identify, how to take a decision, which new training that has to be introduced in the organization, which one has to be stopped. or so that that number of training how many number of training that has been started new training has started and how many are stopped. So that is what also you can make a list how many are there. So total number of training functional wise in the same way how many are stopped and how many new are started functional and behavioral.

So that is what you can decide. matrix that I was talking about if you have to identify whether this training was useful or not. So, what you can do? First thing that you can the learning outcome. So, each training program which is being given to these employees right the each training program is having certain aim. to give a certain type of skill.

So, what is the aim? Whether aim is to give the motor skills, aim is to change the attitude, aim is to develop the cognitive strategies in the participants, aim is to develop the intellectual skills or aim is to develop the verbal information. So, what is the aim of the training? So, as per the aim, you can write the number of training which are given to the employees So, that is how you will understand your employees are having which type of skills. Because each training program is designed to impart certain types of skill and certain level of skills in the participants. So, here you can identify for which training employee has been trained. So, you can identify, you can divide and then you can do the analysis.

In future if the demand for the new skills is there then according to the skills you have to add the new training program for your employees. So, one of the thing that you can see here that impact that you can see the which type of skills that employees are having and because of that skills how it is impacting the business outcome in the organization, right. Next one that you can see because of the training how the performance improvement is there. So, I always say like in term of the percentage of goal achievement. So, before training what was the level of percentage of goal achievements like.

So, it was 80 percent before training for example, if it is going to 90 percent. how to calculate the percentage of goal achievement that is what we will discuss in the performance analytics right. So, as of now just you understand whatever goals are there right. So, to what extent employees are able to achieve their goal currently in the organization. So, if are able to achieve the goal 80 percent after the particular training if

they are able to achieve the 90 percent then you can say yes employee this training has the positive impact.

If it is it remains 80 to 80 percent it means the training has not made an impact. Next matrix that you can count in order to understand the outcome, the total number of complaints that your organization was receiving from the customer. If the number of customer complaints has reduced and appreciation has increased, then you can say that the training has made an impact. If turnover has decreased and employees who were working in your organization have started to work for a longer period of time after this training, then you can say that it has been effective. The next step is to observe employee engagement so you can develop the index for it.

Certain statements are available, and you can rate those statements on a scale from 1 to 7. Then, you can average the ratings and check the engagement level before and after the training. So, if the engagement level is increasing by department, by year, and by gender, then you can say that the training has made an impact. And then the last parameter that you can see is the last metric regarding employee reaction. The sentence can be corrected to: "The reaction is similar to trainee satisfaction.

" So, whether employees are satisfied with the training or not. The satisfaction level with the training is evident; if employees are highly satisfied, then you can say that the training was good. If you are not satisfied, then you can say that the training was not good, and you can identify the reason. Develop this employee reaction index, which is what we will learn about in the next slide. In the next slide, that is what we will learn, right? So, here we will move on to the next thing we need to do after the training: we need to record certain things in order to understand the impact.

So, what can we do? So, I suggest that we should record three percent of that related to the employee. So, first, the percentage. So, the percentage of employees promoted after the training within one year is correct. So, after the training, if employees are promoted, it may be possible that their skills have improved, allowing them to achieve their goals effectively. So, the person who got the promotion performed well, and because of that performance, they were promoted from their current position to the next level.

That is what you can see. And the next thing you can see is the percentage of employees whose performance ratings have improved, right? If your performance rating has improved, that also indicates that your performance has improved, your training has worked, and you have learned from the training. So, that is what you can see. (The original sentence is already grammatically correct.) The third thing you can see is key employees who left the organization after the training, as this is something you need to manage within the organization.

So, after a certain type of training, some people are leaving their jobs to pursue better opportunities. There is nothing wrong with it, but for your organization, it is a loss because you have invested a lot of money. So, you need to think about how you can manage. So, how can you plan their careers well or provide a career plan after that particular training, so that people will stay with your organization and not go to another organization? So, these are the three percentages that you can manage after the training: the percentage of people promoted, the percentage of those who have improved their performance ratings, and the percentage of people who have left the organization to do well in another organization or have obtained a better position than their current one.

In another organization. So, this also shows the impact of the training. So, the outcomes of the training are as follows: If the performance rating remains the same after the training, and if people are not promoted to the next level and have not left the job while doing the same job for the same salary, then you may say that the training was not very effective, right? So, these are the percentages that you can also calculate, and you can keep this data to compare in order to understand the outcome of training related to the employees within the organization. Now, the next important thing is how to evaluate the training correctly. So, mostly the trainings you will see are evaluated based on four parameters. So, one is the business result, right? As we already discussed in the first session of the training analytics, the training focuses on the immediate requirements of the employee.

Right, there is an immediate requirement for the business. So, if specific training is provided, then in the next six months or in the next year, you will see improvements in the business. A business means that for one particular project, employees are trained, regardless of whether that project was completed on time or not. If it is not completed on time, then you may say that the person did not achieve the sufficient level of skill after the training, right? Additionally, any project could not be completed, customer satisfaction is not improved, the process is not improved, and costs are not reduced, right? So, based on these business results, the effectiveness of the training is measured, right? The next criterion is the behavior; specifically, whether the employee's behavior has changed or not. I will provide an example and then explain in detail which type of behavior we will use to determine whether it has changed or not.

But the second parameter to evaluate the training program is behavior. The third parameter is the learning, specifically whether someone has learned a particular skill or not. So, on that particular basis, we evaluate the training program. The fourth one is the employee reaction. The employee reaction I mentioned was related to employee satisfaction with that particular training program.

So, how do we calculate it and how do we do that? That is what we will discuss in the next slide. But as of now, you understand that these are the four ways to evaluate the training

outcomes, right? Which one is used most frequently? If you look at the organization, employee reaction is the number one method to evaluate the effectiveness of the training. If participants are not satisfied with the training, then it is considered a useless training program. If participants are satisfied, they understand that they are satisfied and have learned something from the training program; then you can say it was a successful training program. Additionally, you can see the business results, behavior, and learning, so you will observe all four aspects.

So, based on all four of these things, you can develop the matrix. So, here you can write the satisfaction level on a scale of 1 to 5, whether it is 4, 3, or 2.5. What is the satisfaction level of the employees regarding their learning? So, here you can list specific skills. That employee has learned, and their level is high, average, or low.

What is the level of understanding? (The original sentence is already grammatically correct.) Here, behavior—specifically, behavior such as decision-making—can be written about, right? Decision-making skills that they have learned. So, you can write here that this decision-making skill is right. Here's a corrected version of the sentence: "The business results that I mentioned earlier include improved ROI, increased sales, and projects completed on time." So, this kind of business result is what you can write in this category, and then you can compare whether the training is effective or not.

All four things are either giving positive results or not. So, these are the 4 parameters on which one training session can be evaluated. So, in relation to this, you can collect the data. So, let us discuss the most popular way to evaluate training data, which is employee reaction. So, the employee reaction scale is there, right? So, how many items are there, or how many statements are there? 1, 2, 3, 4, and 5.

6, 7, 8, 9, 10, 11, 12, 13, 14, 15, and 16. So, overall, there are 16 statements. So, what can you do? Again, I said that right here you can rate on a scale from 1 to 7; that is what you can rate, and then you can average it for the entire scale. In addition to one more thing you can do, you can also calculate the average for each item. You can also calculate the mean value for each item.

So, how will this value help if you have calculated the mean value? How can you calculate the mean value? Let us assume that 5 people have given different ratings for statement number 3. The course met all the stated objectives. So, it's like 3, 3, 3, 3, and then divided by 5. So, 15 divided by 5. So, 3 is the average; that is what you will get.

On average, you will find that for some items you will get a high average, while for others you will get a low average. This will help you understand in which areas the problems exist. So, here, all 16 of these items cover all aspects of the training, from the design to the

instructor, the environment, managerial support, peer support, and individual factors. So, all 16 of these items are related to that, right? So, the moment you see the mean value of each statement, it may indicate to you that if the mean value is higher, then you can say that participants are more satisfied with that particular aspect. If a lower value is present, then you may say that participants are dissatisfied to some extent.

So, in those areas, you and your organization need to work in order to improve participant satisfaction with the training. So, that is how you can check the employee reaction: you can measure it, and based on this, you can make a decision on how to improve the effectiveness of the training program. So, this is one of the methods that I mentioned. So, employee reactions are what you can check by using this. The next one I was talking about is learning correctly: how you will ensure that employees have learned.

So, for that, you need to frame such questions right after the training, and then you have to ask them. So, if I were setting up a new process in my office, should I do it on my own without asking for help, ask my boss for suggestions, ask the people who work for me for suggestions, or discuss it with friends outside the company? So, the moment you click on this first one, it indicates that you have understood how to implement this particular process in the organization, right? If you are clicking on the second one, then it indicates that you are still dependent on someone. If you take on the third one as well, it also indicates that your dependency is present. In the fourth one, it's also the same. So, when you are dependent on someone, it means your self-efficacy has not improved for doing that particular job.

So, that is how you can ensure whether that person has learned the particular skill for which this training was designed. If that person has not learned, then the effectiveness of that training program is poor. If that person has learned, is confident, and is clicking on the first one, then you can say that the transfer of training was very high and that the training was effective, right? So, that is how the learning aspect I was talking about works. Based on whatever process, objective, or skill the training program aims to teach the participants, you can create a list and then provide a related situation. And let us see which participant makes a decision in order to check.

So if most of the participants are making the decision, they can do it by themselves without taking any help. So it shows that they are confident in doing that particular job. It indicates that the participant has learned that particular skill. So, that is how you can use learning to assess the learning aspects of training effectiveness, right? So, the next one is that you can see the behavioral and skill-based outcome. So, as I was talking about specific behavior,

you can describe a specific behavior like decisiveness, which refers to the ability to recognize when a decision is required and to act quickly.

This is the meaning of decisiveness. In this case, you can ask the participant whenever you need to, so are you able to recognize when a decision is required and act quickly? So, it is a scale that allows you to say always, usually, sometimes, seldom, and never. So, if participants are clicking on "sometimes," "seldom," and "never," it indicates that if most of the participants are responding this way, then the outcome of the training is poor. If most of the participants are clicking on "always" and "usually," then you can say that the outcome of that training is good, right? This is because employees are able to make decisions, and their ability to make decisions has improved, which was one of the key objectives of the training to conduct. So, if the decisiveness has increased, it means your training was effective. If it has not increased, it means the training was not effective, right? So, that is how you can conduct this kind of survey among all participants, and then you can calculate the average and the total number.

And then you can compare department-wise and age-wise, right? In which case it is effective, and in which case it is not effective, right? That is what you can do, right? Here is the corrected version of the sentence: So, that is what I mean. Here, what kind of decisions can you make? I have already mentioned age-wise, department-wise, and job category-wise, right? You can also consider training types, such as online training, offline training, and technology-based training. What are the outcomes? Additionally, you can categorize and analyze training types by age, department, and job category, as well as analyze them based on online and offline training. When this training was conducted offline, what was the result? When this training was conducted offline, what was the result? So, based on your organization's needs, you can divide and analyze this data, and then you can check or assess the effectiveness of your training program, right? So, I hope you understand the four parameters to evaluate the training program correctly. So, the first one is the business outcome, learning, behavior, and employee reaction.

So, in an organization, employee reaction is the most frequently used method to evaluate effectiveness. In addition to that, you can calculate the ROI, or return on investment. A training session was conducted for a specific skill. So, after that, how much profit has that organization earned from the particular skills of the employees while working on that project or in a department in sales that has increased? So, somehow, that is how you can calculate the ROI and determine whether the training was effective or not. So, I hope you have learned how to use and develop the matrix in order to measure training effectiveness. So, thank you!