**Training & Development**

Support Notes

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The purpose of these support notes is to provide a basis for activity & discussion, more background and suggestions for further viewing. Please select, add to/edit the material as required.

**OTHER RELEVANT FILMS & CLIPS:**

We have a number of other films and clips that show different aspects of training and development (use ‘search’ to find):

*Film: All About Appraisal: Introduction & Examples*

*Film: Appraisal In Action: Case Study Examples*

*Film: The Learning Organisation*

*Film: Empowering The People*

*Film: Coaching In Customer Care*

*Film: Flattening The Organisation*

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**Synopsis**

**Key Topics**

* Coaching
* Mentoring
* Induction
* Training Needs Analysis
* Apprenticeships
* Development

**PART 1:** **Training & Development (Introduction)** 14 mins

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| *Training* is a way of making staff more valuable to the company and feel more valued. *Development* is a wider concept – about helping an employee to realise their full potential, which in turn will make them more valuable to the business.**Different types:** There are different kinds of training, including induction training, on-the-job and off-the-job training. Training in “hard skills”, such as computer skills, or factory skills, is easier to justify than “soft-skills” training – such as interpersonal skills. **Coaching**and **mentoring** are also forms of training.**Training Decisions:** Businesses waste huge sums of money on the wrong kind of training. That’s why they need to apply a **training needs analysis** and monitor the results of training. Progressive organisations see training as part of their very fabric – they see themselves as “learning organisations”.**PART 2: An Apprentice's Story** 7 minsApprenticeships are widely promoted as a way of gaining skills at work – but what’s involved in being an apprentice? We visit a woman painter and decorator at work. She explains how, to get her apprenticeship, she worked part of her time on building sites and part of her time at college. But did the apprenticeship teach her things she couldn’t learn on the job?  |

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Worksheet

*[please edit this to suit your needs; Answers At The End]*

**Play Part 1 *Training & Development*** (stop at Part 2: *The Apprentice’s Story)* **then answer the following questions.**

1. What is the key overall benefit that training gives to a workforce?

2. How does training fit into the overall objectives of a business?

3. Why do organisations often *under invest* in training?

4. Give some benefits of training.

5. Define *development* as a concept.

6. How does development start at General Mills?

7. What do we mean by *induction training*?

8. Why is induction training important?

9. How long is the induction period at Centor Insurance?

10. What advantage is given for a long induction period?

11. What is ‘On-The-Job’ Training?

12. What is ‘Off-The-Job’ Training?

13. What is an apprenticeship?

14. What benefit does Penny say an apprenticeship gives?

15. Define ‘hard skills’.

16. Define ‘soft skills’.

17. What example is given of ‘hard skills’ training at Centor insurance?

18. Define *mentoring*.

19. Define *coaching*.

20. How can organisations help to ensure their investment in training is effective?

21. What are the consequences of the wrong training for a) the organisation and b) the employee?

22. What does Training Needs Analysis involve?

23. What key factor is given as far as successful Training Needs Analysis?

24. How does Centor Insurance identify training needs?

25. What does Centor Insurance call the ‘log’ of their employees’ skills?

26. What aspect of training is given as being as important as identifying needs?

27. What kinds of skills are easy to gauge, what kinds not so easy?

28. What do we mean by ‘The Learning Organisation’?

29. What’s the secret to a successful ‘Learning Organisation’?

30. What reasons are given for negative outcomes in training?

**Play Part 2 *The Apprentice’s Story*** **then answer the following questions.**

1. When did Penny start to enjoy the apprenticeship?

2. How did she split her time during the apprenticeship?

3. What was the benefit of working in a real company?

4. What was the benefit of the college day?

5. Who pays the apprentice during the apprenticeship?

6. How long do apprenticeships last usually?

7. What is Penny’s experience of being in ‘a man’s world’?

8. What does Penny like about the job of painting and decorating?

9. What gives Penny job satisfaction?

Discussion or assignment topics

1. Discuss why an organisation may be more willing to invest in ‘hard skills’ training. What dangers might they face in ignoring ‘soft skills’ training?

2. **View Clip 122** (search Clip 122 in search function) to discuss or set assignments on the following issues:

Analyse training needs at Brompton Bikes in terms of ‘hard skills’ and ‘soft skills’. Also evaluate the role of ‘on the job’ training v. ‘off the job’ training and the advantages and disadvantages of both.

The hard skills are very specific (eg: brazing). Identify ways Brompton Bikes can acquire and/or train the right people in this area.

Outline the key ways Brompton Bikes are able to *retain* these key staff after having invested in their training.

Analyse the problems Brompton Bikes would have if they failed to adequately train their staff.

Analyse how ‘soft skills’ training might be relevant on the shop floor.

What problems do manufacturing companies like Brompton face in terms of recruiting skilled people for the shop floor? *Why* do they face these problems? How might these problems be addressed a) at Brompton b) in the wider economy?

3. Analyse the ‘training & development’ pages of well-known companies (some are listed in [websites](#B5) [below]). Compare the language, stress and the points they make about the importance of training and development. *Suggested role play:* a number of students play the role of ‘advocates’ for each of the companies (having first researched and made notes on what they offer): each makes a presentation to the others about ‘their’ company offer regarding training and development. At the end hold a vote to decide the best offer.

Background Notes

**Training and Development**

Training and development can be defined as ‘any activity aimed at the improvement of the human capital in an organisation’. Good training costs money – some organisations therefore try to minimise the amount of training they offer, but this can be counter-productive. It is true that sometimes organisations invest money in training an employee only to see that person moving on. On the other hand, investing in employees’ training and development a) makes them more productive and b) makes them more likely to stay and take on more responsibility.

It is true that staff, in whom a significant training investment has been made by one organisation, can be ‘poached’ by another, who benefit from that person’s skills without the cost of training them. On the other hand, this works both ways: they may also be able to attract already trained staff if their offer is attractive enough. A good working culture and environment, benefits and remuneration will allow them a) to attract skilled staff and b) retain skilled staff. So an investment in well-targeted training is rarely a waste of money in the long term. An organisation is often measured by how well it looks after its employees. Training and development is a key part of that. There is a reputational benefit, therefore, as well as a practical one.

The more progressive organisations put training and development at the heart of their operations. They are so-called *learning organisations*, where training and development goes on in every office, in every team, constantly, by means of analysing past events to find improvements for the future.

There are four main groups are involved in these processes:

* **Employers** are concerned with improving the productive efficiency of its workforce. So training is contextual and specific, apart from the initial general training which is known as **induction.** Where they employ people who are already trained these recruits will need only adaptive training, specific to the new business.
* **Employees** are the recipients of training, and the main interest here is the promotion, better working conditions and remuneration which can result from training.

* **The Government** hasa strong interest in trying to encourage skills training in the national workforce – as a means of boosting the economy. Often they devise schemes whereby they contribute to schemes jointly with employers. Through the Skills Funding Agency the government is involved in supporting apprenticeships and other training schemes.

*More info:* <https://www.gov.uk/government/organisations/skills-funding-agency>

* **External training providers** where the employers send their employees to learn specific skills. In some cases this is cheaper than providing the training in-house. Courses offered range from specific ‘hard skills’ to ‘soft skills development’, for example management development courses.

**The Training Process**

If training is to be successful it has to be carefully planned and executed. In essence it needs:

* Assessment of the training needs (Training Needs Analysis). Who needs to be trained? What kind of training?
* The design of an appropriate training programme to meet those needs within an agreed budget. Who will train? In-house or external training? Establishment of measurable outcomes in an agreed timescale.
* Motivation and leadership which supports the programme
* Careful evaluation of the results and action to change where necessary

**Attitude To Shop Floor Training**

*Recent research has shown that the* ***declared*** *attitude to shop floor training is very positive:*

* 89% of managers asked said they regarded training as an increasingly essential investment.
* 88% thought it necessary in order to maximise productivity and profits.
* 95% thought it necessary to keep their business ahead since technology change was now so rapid.

*But in practice:*

* Less than 50% of managers said it was a significant part of their business plans
* Less than 60% said it was budgeted for and/or had a formal training policy
* While the USA and Japan features an average of 3%+ of turnover spent on training, in the UK the average is between 1 and 2%
* 24% of our businesses had provided no training in the twelve months before the survey and, in that period, 69% of all workers had received no training.

Economic uncertainty surrounding the world economic situation, and in particular that to do with trade in the EU (UK’s biggest trading area) is not good motivation for employers to invest in training.

**Types Of In-Work Training**

* **Formal on-the-job training.** These are sessions within the workplace but which relate to doing the job and developing the ability to complete it before being entrusted with the job itself, so would take place under the supervision of experienced, qualified staff. The advantage to the employer of on-the-job training is that the trainee is likely to become productive, at least in a limited way, from day one: for the trainee, there may be a higher degree of motivation to be involved in actual production.
* **Apprenticeships.** Apprenticeships in crafts and trades were a common way for young people to learn a skill, working under a ‘master’ for a number of years but this practice has died away. There has been an attempt to bring back apprenticeships again with considerable government encouragement. These programmes are much shorter than their older forms and cover a wider range of jobs, with some employers putting much stress and value on them (eg: Pimlico Plumbers). More info: <http://www.pimlicoplumbers.com/about-us/recruitment/pimlico-apprentices>

On the other hand, the long economic downturn starting 2009 has impacted on employers’ willingness or need to take on apprentices, especially in the building trade.

*Source: Construction Industry Training Board*

* **Off-the-job training.** This is usually, but not necessarily, conducted away from the place of work and is often linked with a local college. It will be tend to be quite general in nature (ie: not connected with specific businesses) and often relatively long term.
* **Supplier Training.** Training is given by the provider of a capital investment asset as part of the sales package. Training in the use of new communications systems, computers and new shop floor machinery are examples.
* **Cascading.** Here the idea is that a chosen individual or small group goes to be trained and then train the rest of the personnel in the business.
* **Compliance Training.** Recent years have seen a plethora of scandals to do with miss-selling or misconduct in the financial services industry, that many saw as a contributory factor in the banking crisis of 2008/9. Many banks have been fined heavily for the misconduct of their traders and sales staff. Compliance training is now required in many professions, and a training industry has grown up to supply the need.

**More info:**

<http://www.theguardian.com/business/2014/jul/03/barclays-business-academy-training>

* **E-learning.** The rise of the internet has introduced all kinds of new possibilities for training. In its most advanced state it can be used to try to create a store of knowledge for a company – created by its own employees – that can then be shared by other employees. The idea is to facilitate knowledge sharing across the organisation.

*Example:* [*http://www.personneltoday.com/pr/pr/versal-launches-collaborative-peer-to-peer-elearning-platform-for-enterprises/*](http://www.personneltoday.com/pr/pr/versal-launches-collaborative-peer-to-peer-elearning-platform-for-enterprises/)

**Evaluating Training**

Training is often expensive in time and money – as seen in the film, this investment can easily be wasted. Irrelevant training can actually *demotivate* employees – the opposite of the intended effect. There is a ‘triple whammy’ effect:

Employer wastes money on training programme

Employee is demotivated, becomes disillusioned (and less productive)

Employer loses the productive time the employee spend being trained.

As important as the training itself, therefore, is the means of measuring its success. Without that, the employer has no information by which to change programmes which may not be working.

Outcomes to do with ‘hard skills’ training are easier to measure than those with ‘soft skills’, nevertheless it is possible. Appraisal sessions with employees are a key way of a) assessing an employee’s training needs and b) evaluating the success. The extra benefit of appraisal, if handled correctly, is that the employee is likely to respond positively to the interest taken in his/her progress.

**Development**

Development may include training but it is more than that – it is about realising the full potential of an employee in work terms to maximise their contribution to the organisation. This should be a ‘win-win’ situation: the more fulfilled an employee is, the more he/she is likely to be motivated, the more he/she will contribute to productivity. This is certainly possible and has been achieved in some businesses. Centor Insurance and General Mills UK & Ireland are good examples of a ‘virtuous circle’ whereby the overall culture and structure of the organisation leads to development of individuals, which in turn leads to growth of the business.

For more info see clips:

*Clip 79 Human Resources Management In Action: The Centor Approach*

*Clip 97 Human Resources Objectives & Strategy In Action: Part 2 General Mills*

These are two award-winning companies and, in practice, many other organisations fall short of these standards. They may be *too small* to afford a long-term approach to human resources and training. They may be *too large* and bureaucratic to provide the leadership needed to create the right culture. If they are suffering a squeeze on profits and costs because of external factors (very common in an economic downturn) they may feel they simply cannot afford to invest in anything but the most basic training.

**Appraisal**

As said, appraisal has a key role in evaluating the success of training and development programmes. This involves regular meetings between employees and their managers to agree achievable objectives for the employee’s training and development. These objectives will be written down and the employee will report back on progress at the next meeting.

A good appraisal system, however, requires a lot of planning and hard work. In practice, managers often view appraisal as a waste of valuable time and employees view it with dread!

The weaknesses often are in the subjectivity of the process and the fear of ‘unfair’ judgements. There is also the fact that not all workers seek additional responsibility. Research has shown that the following features are frequently seen in the process:

* A potential negative effect on motivation and performance
* A general disbelief in the value of, or need for, the process
* Increased stress often for both parties
* Often the targets set are inappropriate (either too demanding or too easy, so that there is no challenge in them)
* Association with payment changes is often seen as a threat
* Often seen by employees as a ‘control device’ rather than support of recognised potential

On the other hand, appraisal can be used very effectively in an enlightened environment.

An enlightened employer will value appraisal as a means of motivating employees and keeping in touch with their development with a view to giving them more responsibility. Centor Insurance, for example (as seen in the film) creates a ‘skills matrix’ for each employee to chart their progress with training.

Further info:

*Film: All About Appraisal: Introduction & Examples*

*Film: Appraisal In Action: Case Study Examples*

Aspects of a good appraisal system include:

* Looking for positives in the process. Avoiding criticism.
* Employees participate in setting the targets
* Targets are specific and well understood
* Sessions are regular and positive, rather than once a year, giving less ‘weight’ to the meeting
* Strengths that are praised when observed and weaknesses which are agreed and acted upon quickly are a better basis for improvement
* Employees are more positive towards the process when the system allows:

 -- choice of who will appraise them

 -- choice of where and when to be appraised

 -- elements of self-appraisal in the process

-- opportunities to make their own comments on the process

-- clear and open feedback on the results and the next step.

Answers

Worksheet

**Play Part 1 *Training & Development*** (stop at Part 2: *The Apprentice’s Story)* **then answer the following questions.**

1. What is the key overall benefit that training gives to a workforce?

Makes it more productive.

2. How does training fit into the overall objectives of a business?

It is part of workforce planning (that also includes recruitment) to deliver the organisation’s overall objectives.

3. Why do organisations often *under invest* in training?

They see it as a burden in terms of costs and time instead of part of the strategic plan.

4. Give some benefits of training.

Makes staff feel more valued.

Makes staff more valuable.

Helps to keep staff turnover low (so saves money on recruiting and training new people).

5. Define *development* as a concept.

It’s about making an employee develop their full potential, possibly beyond the job they currently hold. Development is the ‘umbrella’ under which training takes place.

6. How does development start at General Mills?

Employees meet with their line managers to discuss their development needs. Identify strengths to work on.

7. What do we mean by *induction training*?

Training for new recruits, teaching them the ‘ins and outs’ of the organisation.

8. Why is induction training important?

New recruits become productive as soon as possible.

9. How long is the induction period at Centor Insurance?

Six months.

10. What advantage is given for a long induction period?

Avoids ‘bombarding’ the new recruit with too much information, too soon. They spend time with every person in the organisation. Helps to make them feel part of ‘the team’.

11. What is ‘On-The-Job’ Training?

Happens at the place of work, often to do with learning specific tasks by watching an experienced employee or under their supervision.

12. What is ‘Off-The-Job’ Training?

Can still happen in the workplace, but not directly linked to specific tasks, more learning general information (for example Health & Safety). It could involve going to a college or training centre, or on-line training.

13. What is an apprenticeship?

Work-based training programmes leading to nationally, industry-recognised qualifications.

14. What benefit does Penny say an apprenticeship gives?

In the day she was at college she could learn skills that she couldn’t learn working for the company.

15. Define ‘hard skills’.

Skills such as using computer programs or machinery – skill levels can be measured.

16. Define ‘soft skills’.

Interpersonal skills – working effectively with colleagues, communication skills.

17. What example is given of ‘hard skills’ training at Centor insurance?

Learning about regulations brought in to avoid ‘miss-selling’ insurance.

18. Define *mentoring*.

An employee experienced in doing a job shows a new recruit how to do the job.

19. Define *coaching*.

A more senior employee works with a less experienced employee to help develop his/her potential.

20. How can organisations help to ensure their investment in training is effective?

Training Needs Analysis

21. What are the consequences of the wrong training for a) the organisation and b) the employee?

Employee may become frustrated because he/she can’t put training into practice. Organisation loses money, risks demotivating employee.

22. What does Training Needs Analysis involve?

Looking at all the jobs in an organisation, analysing if they can be performed better, identifying any skills lacking – all in the light of the overall aims and objectives of the organisation.

23. What key factor is given as far as successful Training Needs Analysis?

Involving the workforce in deciding what training is needed.

24. How does Centor Insurance identify training needs?

At monthly appraisal sessions with the employee

25. What does Centor Insurance call the ‘log’ of their employees’ skills?

Skills matrix

26. What aspect of training is given as being as important as identifying needs?

Monitoring results

27. What kinds of skills are easy to gauge, what kinds not so easy?

‘Hard skills’ (eg computer training) are easier to gauge than soft skills (eg ‘interpersonal skills’)

28. What do we mean by ‘The Learning Organisation’?

An organisation that sees training and development as more than what happens in the training room: it’s embedded into the culture. It means activities are reviewed to see if they could be done better in future.

29. What’s the secret to a successful ‘Learning Organisation’?

It needs managers and staff who are able to admit they can improve: also, who can identify the good things they do in order to repeat them in future.

30. What reasons are given for negative outcomes in training?

Staff are not consulted or, if they are, in a way that makes them feel threatened.

Money wasted on training that has already been given – also demoralising to the employee.

Irrelevant training.

**Play Part 2 *The Apprentice’s Story*** **then answer the following questions.**

1. When did Penny start to enjoy the apprenticeship?

When she started to learn how much quicker she could do things

2. How did she split her time during the apprenticeship?

Four days a weeks at work, one day at college

3. What was the benefit of working in a real company?

Working with someone with experience, who can point our easier ways of doing things.

4. What was the benefit of the college day?

She could learn the basics of using paint, brushes etc. She could practice skills with no consequences if things go wrong.

5. Who pays the apprentice during the apprenticeship?

The employer.

6. How long do apprenticeships last usually?

Between one and four years.

7. What is Penny’s experience of being in ‘a man’s world’?

There is ‘banter’ but she gives as good as she gets. She thinks times are changing, anyway. She will often hold out for better quality when a man will say ‘that’ll do’.

8. What does Penny like about the job of painting and decorating?

Working in a team, having a laugh. Meeting lots of people and seeing lots of different houses.

9. What gives Penny job satisfaction?

Seeing the change in a place she’s worked on and thinking ‘I did that’.

Websites

**Government-backed training initiatives:**

<https://www.gov.uk/government/organisations/skills-funding-agency>

**Apprenticeships at Pimlico Plumbers:**

<http://www.pimlicoplumbers.com/about-us/recruitment/pimlico-apprentices>

**E-Learning In Business:**

*Example:* [*http://www.personneltoday.com/pr/pr/versal-launches-collaborative-peer-to-peer-elearning-platform-for-enterprises/*](http://www.personneltoday.com/pr/pr/versal-launches-collaborative-peer-to-peer-elearning-platform-for-enterprises/)

**Organisations Offering Training & Development**

Chemicals company Johnson Matthey:

<http://www.matthey.com/careers/training-development>

easyJet

<https://careers.easyjet.com/why-easyjet/training-and-development/>

John Lewis Partnership

<http://jlpjobs.com/partnership-jobs/waitrose/training-and-development/>

Lidl

<http://careers.lidl.co.uk/cps/rde/career_lidl_uk/hs.xsl/training-development-1822.htm>

McDonald’s

<http://www.aboutmcdonalds.com/mcd/corporate_careers/training_and_development.html>

Asda

[http://www.asda.jobs/graduatesx/what's-in-it-for-you/training-development/](http://www.asda.jobs/graduatesx/what%27s-in-it-for-you/training-development/)

**ENDS**

**Can we improve/add to these notes?**

**Email Chris Barnard** [**tvchoiceuk@aol.com**](file:///C%3A%5CDocuments%20and%20Settings%5CTVC%201%5CMy%20Documents%5CSP%20Notes%5Ctvchoiceuk%40aol.com)