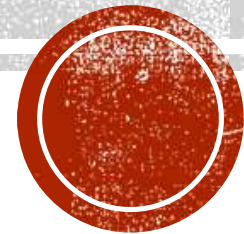


**UNIT III:
DESIGNING, CONDUCTING &
EVALUATION OF TRAINING**



AREAS & TYPES OF TRAINING



MEANING OF TRAINING AREAS

Areas of training refer to:

- The **fields or domains** in which employees are trained
- The specific focus of training programs
- Skill and knowledge development based on job requirements



NEED FOR IDENTIFYING TRAINING AREAS

Identifying training areas helps to:

- Design relevant training programs
- Improve job performance
- Avoid unnecessary training
- Align training with organizational goals



MAJOR AREAS OF TRAINING — OVERVIEW

Major areas of training include:

- Technical Training
- Behavioral (Soft Skills) Training
- Managerial Training



TECHNICAL TRAINING

Technical training focuses on:

- Job-specific technical skills
- Use of machines, tools, and technology
- Improving efficiency and accuracy

Examples include:

- Machine operation training
- Software and IT skills
- Engineering and production skills
- Safety and quality control training



IMPORTANCE OF TECHNICAL TRAINING

- Improves productivity
- Reduces errors and accidents
- Enhances quality of work
- Keeps employees updated with technology



BEHAVIORAL TRAINING — MEANING

Behavioral training focuses on:

- Employee behavior and attitudes
- Interpersonal and communication skills
- Emotional and social competence

Examples Include:

- Communication skills
- Teamwork and collaboration
- Leadership and motivation
- Customer service skills
- Conflict and stress management



IMPORTANCE OF BEHAVIORAL TRAINING

- Improves workplace relationships
- Enhances teamwork
- Increases employee motivation
- Improves customer satisfaction



MANAGERIAL TRAINING

Managerial training focuses on:

- Developing managerial and leadership skills
- Improving decision-making and planning abilities
- Preparing employees for higher responsibilities

Example includes:

- Planning and organizing
- Decision-making and problem-solving
- Leadership and supervision
- Performance management
- Strategic thinking



COMPARISON OF TRAINING AREAS

Training Area	Focus	Target Employees
Technical	Job skills	Workers, technicians
Behavioral	Attitudes & skills	All employees
Managerial	Leadership & decisions	Supervisors, managers



TYPES OF TRAINING

Based on method and location, training is classified as:

- On-the-Job Training
- Off-the-Job Training



ON-THE-JOB TRAINING

On-the-job training refers to:

- Training provided at the actual workplace
- Learning by doing
- Immediate application of skills



METHODS OF ON-THE-JOB TRAINING

- Coaching
- Job rotation
- Apprenticeship
- Mentoring
- Understudy method



ADVANTAGES & LIMITATIONS OF ON-THE-JOB TRAINING

Advantages

- Practical learning
- Low cost
- Immediate feedback

Limitations

- Disruption of work
- Risk of mistakes
- Depends on supervisor skills



OFF-THE-JOB TRAINING

Off-the-job training refers to:

- Training conducted away from workplace
- Focus on theory and skill development
- Structured learning environment



METHODS OF OFF-THE-JOB TRAINING

- Classroom lectures
- Seminars and workshops
- Case studies
- Role plays
- E-learning and simulations



ADVANTAGES & LIMITATIONS OF OFF-THE-JOB TRAINING

Advantages

- Focused learning
- Expert trainers
- No work interruption

Limitations

- Higher cost
- Limited practical exposure
- Transfer of learning issues



ON-THE-JOB VS OFF-THE-JOB TRAINING

Basis	On-the-Job	Off-the-Job
Location	Workplace	Outside workplace
Cost	Low	High
Practical	High	Moderate
Focus	Skill application	Knowledge & behavior



CHOOSING THE RIGHT TYPE OF TRAINING

- Selection depends on:
- Nature of job
- Level of employees
- Training objectives
- Cost and time availability



PRACTICAL EXAMPLE (INDIAN CONTEXT)

Example:

- Factory workers → On-the-job technical training
- Managers → Off-the-job leadership training

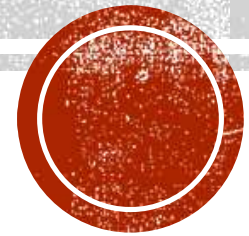


REFLECTION QUESTION

- “Which type of training is more effective—on-the-job or off-the-job? Justify your answer.”



SYSTEM'S APPROACH TO TRAINING



MEANING OF SYSTEM APPROACH

A system approach refers to:

- Viewing training as a **set of interrelated components**
- Each component influencing the effectiveness of training
- Focus on achieving predefined objectives



DEFINITION OF SYSTEM APPROACH TO TRAINING

Definition

- System approach to training is a planned and organized method of training where inputs are processed through structured activities to produce desired outputs with continuous feedback.



NEED FOR SYSTEM APPROACH IN TRAINING

System approach is needed to:

- Avoid ad-hoc and random training
- Ensure alignment with organizational goals
- Improve training effectiveness
- Enable continuous improvement



TRAINING AS A SYSTEM

Training as a system consists of:

- Inputs
- Process
- Outputs
- Feedback



INPUTS OF TRAINING SYSTEM

Inputs include:

- Trainees
- Trainers
- Training needs
- Resources (budget, facilities, materials)
- Organizational objectives



PROCESS OF TRAINING SYSTEM

Training process includes:

- Training needs assessment
- Designing training programs
- Selecting training methods
- Conducting training
- Monitoring progress



OUTPUTS OF TRAINING SYSTEM

Outputs refer to:

- Improved knowledge and skills
- Behavioral change
- Enhanced job performance
- Increased productivity



MEANING OF FEEDBACK LOOP

Feedback loop refers to:

- Information collected after training
- Evaluation of training effectiveness
- Using results to improve future training



ROLE OF FEEDBACK IN TRAINING

Feedback helps to:

- Measure learning outcomes
- Identify gaps and weaknesses
- Improve training design
- Ensure continuous improvement



SOURCES OF FEEDBACK

- Trainee reactions
- Trainer observations
- Performance appraisal results
- Productivity and quality data



BENEFITS OF SYSTEM'S APPROACH TO TRAINING

System approach ensures:

- Planned and systematic training
- Alignment with organizational goals
- Effective utilization of resources



BENEFITS

1 – Goal-Oriented Training

- Training objectives are clearly defined
- Activities are directed towards specific outcomes

2 – Improved Training Effectiveness

- Right training to right people
- Relevant content and methods
- Better learning transfer

3 – Efficient Use of Resources

- Optimal utilization of time and budget
- Reduced wastage
- Better return on training investment

4 – Continuous Improvement

- Feedback leads to improvement
- Training programs evolve with changing needs
- Encourages learning culture



PRACTICAL EXAMPLE (INDIAN CONTEXT)

Example:

- Bank introduces digital services
- System approach identifies training needs
- Training conducted and evaluated
- Feedback used to redesign future programs

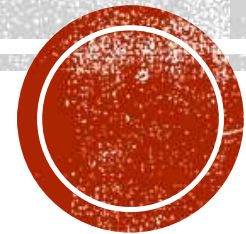


REFLECTION QUESTION

- “Why is feedback considered the most important component of the training system?”



DESIGNING A TRAINING PROGRAM



MEANING OF TRAINING PROGRAM DESIGN

Designing a training program refers to:

- Systematic planning of training activities
- Deciding *what, how, when*, and *for whom* training will be conducted
- Converting training needs into structured learning experiences



IMPORTANCE OF DESIGNING TRAINING PROGRAM

Proper design ensures:

- Clear training direction
- Efficient use of resources
- Better learning outcomes
- Alignment with organizational goals



STEPS IN DESIGNING A TRAINING PROGRAM

Major steps include:

- Review of Training Needs Assessment
- Setting training objectives
- Identifying training content
- Selecting training methods
- Designing training schedule
- Planning evaluation



STEP 1 – REVIEW OF TRAINING NEEDS ASSESSMENT (TNA)

- Training needs identified through TNA
- Organizational, person, and task analysis
- Prioritization of training requirements



IMPORTANCE OF ALIGNING TRAINING WITH TNA

Alignment with TNA ensures:

- Right training to right employees
- Relevance of training content
- Avoidance of unnecessary training
- Improved training effectiveness



STEP 2 — SETTING TRAINING OBJECTIVES

Training objectives state:

- What trainees should learn
- Expected changes in knowledge, skills, or behavior
- Performance standards after training



CHARACTERISTICS OF EFFECTIVE TRAINING OBJECTIVES

Training objectives should be:

- Clear and specific
- Measurable
- Achievable
- Relevant
- Time-bound



TYPES OF TRAINING OBJECTIVES

Training objectives may focus on:

- Knowledge objectives
- Skill objectives
- Behavioral objectives
- Attitudinal objectives



STEP 3 – IDENTIFYING TRAINING CONTENT

Training content refers to:

- Topics and subject matter covered
- Information, skills, and behaviors to be taught
- Learning materials and resources



SOURCES OF TRAINING CONTENT

Training content can be derived from:

- Job descriptions and job specifications
- Performance appraisal reports
- Industry standards
- Organizational policies and procedures



PRINCIPLES OF SELECTING TRAINING CONTENT

Training content should be:

- Relevant to job requirements
- Simple and understandable
- Up-to-date
- Practical and application-oriented



ALIGNMENT OF OBJECTIVES AND CONTENT

- Each objective must be supported by relevant content
- Content must contribute to achieving objectives
- Ensures coherence in training design



ROLE OF TRAINER IN TRAINING DESIGN

Trainer's role includes:

- Interpreting training needs
- Designing content and activities
- Selecting suitable methods
- Ensuring learner engagement



COMMON MISTAKES IN TRAINING DESIGN

- Ignoring TNA results
- Vague training objectives
- Overloaded content
- Lack of evaluation planning



PRACTICAL EXAMPLE (INDIAN ORGANIZATIONAL CONTEXT)

Example:

- Manufacturing firm identifies safety training need
- Objectives set for accident reduction
- Content designed around safety procedures
- Training aligned with TNA findings



BENEFITS OF WELL-DESIGNED TRAINING PROGRAM

- Improved learning outcomes
- Enhanced employee performance
- Higher return on training investment
- Employee satisfaction

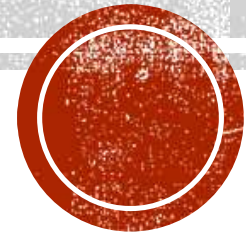


REFLECTION QUESTION

- “Why should training objectives be set before selecting training content?”



TRAINING CONTENT & SCHEDULING



MEANING OF TRAINING CONTENT DESIGN

Training content design refers to:

- Organizing and structuring training material
- Sequencing topics logically
- Ensuring alignment with training objectives



OBJECTIVES OF TRAINING CONTENT DESIGN

Training content design aims to:

- Ensure clarity and relevance
- Facilitate effective learning
- Improve retention and application
- Support achievement of training objectives



PRINCIPLES OF TRAINING CONTENT DESIGN

Training content should be:

- Job-oriented
- Simple and understandable
- Logical and sequential
- Practical and application-based
- Updated and relevant



SOURCES OF TRAINING CONTENT

Training content can be derived from:

- Training Needs Assessment (TNA)
- Job descriptions and job specifications
- Performance appraisal reports
- Organizational policies and SOPs



STRUCTURING TRAINING CONTENT

Training content is usually structured as:

- Introduction and objectives
- Core concepts and skills
- Demonstrations and activities
- Practice and feedback



MEANING OF TRAINING SCHEDULE

Training schedule refers to:

- Planned timing of training sessions
- Allocation of time for each topic
- Arrangement of sessions over a period



IMPORTANCE OF TRAINING SCHEDULING

Effective scheduling ensures:

- Minimum disruption of work
- Optimal participation of employees
- Better learning outcomes
- Efficient use of resources



FACTORS AFFECTING TRAINING SCHEDULE

Training schedule depends on:

- Nature of job and work shifts
- Availability of trainees and trainers
- Organizational workload
- Type of training program



DURATION OF TRAINING

Duration of training refers to:

- Length of each training session
- Total time of the training program



FACTORS DETERMINING TRAINING DURATION

Duration depends on:

- Complexity of content
- Level of trainees
- Type of training (technical/behavioral)
- Training method used



FREQUENCY OF TRAINING

Frequency of training refers to:

- How often training programs are conducted
- Regularity of training sessions



FACTORS AFFECTING TRAINING FREQUENCY

Training frequency depends on:

- Technological changes
- Employee turnover
- Skill obsolescence
- Organizational growth



MEANING OF TRAINING CALENDAR

A training calendar is:

- A yearly or quarterly plan of training programs
- Schedule showing training dates, topics, and participants



CONTENTS OF A TRAINING CALENDAR

Training calendar includes:

- Training program title
- Target participants
- Duration and dates
- Trainer details
- Venue or mode



BENEFITS OF TRAINING CALENDAR

Training calendar helps in:

- Advance planning
- Resource allocation
- Employee preparedness
- Monitoring training activities



PRACTICAL EXAMPLE (INDIAN CONTEXT)

Example:

- IT company prepares annual training calendar
- Technical training quarterly
- Behavioral training bi-annually
- Compliance training annually

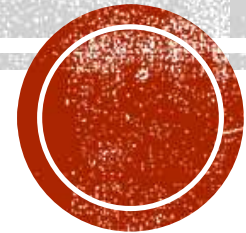


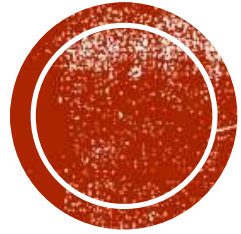
REFLECTION QUESTION

- “How does improper scheduling affect training effectiveness?”



**STUDY MATERIAL,
TRAINER & TRAINING
AIDS**





PART 1: PREPARING STUDY MATERIAL



MEANING OF STUDY MATERIAL

Study material refers to:

- Structured content prepared for training delivery
- Materials that support learning objectives
- Tools that reinforce understanding and retention

Examples:

- Handouts
- Manuals
- Workbooks
- Case studies
- PowerPoint slides



IMPORTANCE OF STUDY MATERIAL

- Ensures structured delivery
- Enhances clarity
- Maintains consistency
- Improves learner retention
- Serves as reference after training
- Well-prepared material = Effective training outcome



PRINCIPLES OF GOOD STUDY MATERIAL

Effective study material should be:

- Clear and simple
- Relevant to objectives
- Accurate and updated
- Structured logically
- Visually appealing
- Practical and application-oriented



STEPS IN PREPARING STUDY MATERIAL

1. Identify learning objectives
2. Analyze target audience
3. Select relevant content
4. Organize logically
5. Add examples and activities
6. Design layout and visuals
7. Review and revise



TYPES OF STUDY MATERIALS

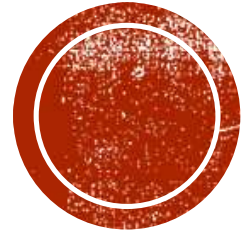
- Trainer Manual
- Participant Handbook
- Case Studies
- Worksheets
- Assessment Sheets
- Job Aids



COMMON MISTAKES IN STUDY MATERIAL PREPARATION

- Too much theory
- Overloaded slides
- No practical examples
- Complex language
- Lack of visuals
- No alignment with objectives





PART 2: SELECTING A TRAINER



WHO IS A TRAINER?

A trainer is a person who:

- Facilitates learning
- Transfers knowledge and skills
- Guides behavioral change
- Motivates participants

Trainer = Facilitator + Mentor + Motivator



TYPES OF TRAINERS

- Internal Trainers
- External Trainers
- Subject Matter Experts
- Behavioral Trainers
- Technical Trainers



QUALITIES OF AN EFFECTIVE TRAINER

- Subject expertise
- Communication skills
- Confidence
- Adaptability
- Empathy
- Listening skills
- Classroom control



CRITERIA FOR SELECTING A TRAINER

When selecting a trainer, consider:

- Experience
- Expertise
- Training style
- Past feedback
- Cost-effectiveness
- Cultural fit



TRAINER COMPETENCY FRAMEWORK

Effective trainer must have:

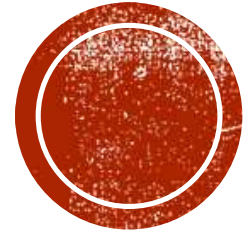
- Knowledge Competency
- Pedagogical Competency
- Behavioral Competency
- Technological Competency



ROLE OF TRAINER DURING TRAINING

- Motivator
- Facilitator
- Evaluator
- Guide
- Conflict manager





PART 3: TEACHING

AIDS



MEANING OF TEACHING AIDS

Teaching aids are tools used to:

- Support instruction
- Improve understanding
- Make training interactive
- Enhance retention

They make learning more effective and engaging.



CLASSIFICATION OF TEACHING AIDS

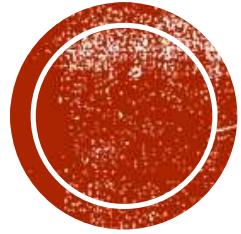
- Visual Aids
- Audio Aids
- Audio-Visual Aids
- Activity-based Aids
- Digital Aids



BENEFITS OF TEACHING AIDS

- Increases attention
- Clarifies complex concepts
- Improves memory
- Encourages participation
- Reduces monotony





PART 4: AUDIO-VISUAL TOOLS



VISUAL TOOLS

- Whiteboard
- Charts
- Flipcharts
- Posters
- Info graphics
- PowerPoint slides



AUDIO TOOLS

- Podcasts
- Recorded lectures
- Audio case discussions
- Interviews

Used especially in language and soft skill training.



AUDIO-VISUAL TOOLS

- Videos
- Documentaries
- Simulations
- Webinars
- E-learning modules
- Animation

Highly effective for behavioral training.



CHOOSING THE RIGHT TRAINING AID

Consider:

- Training objectives
- Audience type
- Budget
- Time available
- Nature of content
- Technology availability

Right tool = Better learning impact



SUMMARY

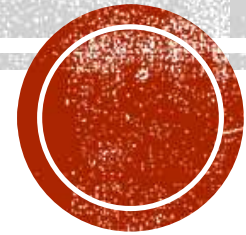
Today we learned:

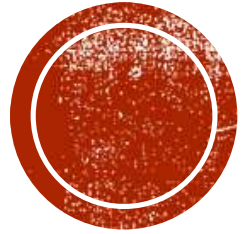
- How to prepare effective study material
- How to select an effective trainer
- Types of teaching aids
- Role of audio-visual tools

Effective Training = Good Content + Right Trainer + Proper Aids



TRAINING EVALUATION





PART 1: MEANING OF TRAINING EVALUATION



MEANING OF TRAINING EVALUATION

Training Evaluation is:

- A systematic process of assessing the effectiveness of a training program
- Determining whether training objectives have been achieved
- Measuring improvement in knowledge, skills, and behavior

It answers the question:

☞ *“Was the training successful?”*



DEFINITIONS

Training evaluation refers to:

- Assessing the value of training in terms of performance improvement
- Measuring learning outcomes against predefined objectives

It focuses on results, impact, and return on investment.



OBJECTIVES OF TRAINING EVALUATION

- To measure learning outcomes
- To determine behavioral change
- To assess improvement in performance
- To justify training costs
- To improve future training programs

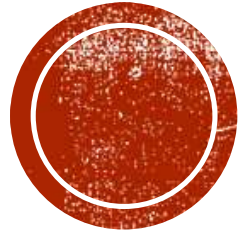


WHAT SHOULD BE EVALUATED?

Training evaluation may focus on:

- Participant reaction
- Knowledge gained
- Skill development
- Behavioral change
- Organizational results





PART 2: NEED FOR TRAINING EVALUATION



WHY IS EVALUATION NECESSARY?

- Training involves cost and time
- Organizations expect measurable results
- To ensure alignment with goals
- To identify gaps in program design

No evaluation = No accountability



BENEFITS OF EVALUATION

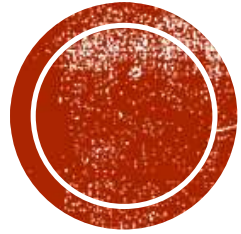
- Improves future training design
- Identifies strengths and weaknesses
- Enhances trainer effectiveness
- Increases management confidence
- Supports strategic HR decisions



RISKS OF NOT EVALUATING TRAINING

- Wastage of resources
- Repetition of ineffective programs
- Poor return on investment
- Lack of improvement
- Reduced credibility of HR department





PART 3: EVALUATION CRITERIA



MEANING OF EVALUATION CRITERIA

Evaluation criteria are:

- Standards or benchmarks used to measure training effectiveness
- They define **what success looks like.**



COMMON EVALUATION CRITERIA

- Relevance
- Effectiveness
- Efficiency
- Impact
- Sustainability



CRITERIA 1 — RELEVANCE

- Was the training aligned with organizational needs?
- Did it address performance gaps?
- Was content useful to participants?



CRITERIA 2 — EFFECTIVENESS

- Were objectives achieved?
- Did participants learn new skills?
- Was knowledge transfer successful?



CRITERIA 3 — EFFICIENCY

- Was the program cost-effective?
- Was time utilized properly?
- Were resources used optimally?



CRITERIA 4 — IMPACT

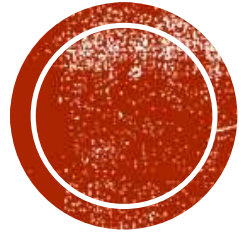
- Did job performance improve?
- Did productivity increase?
- Was there measurable business impact?



CRITERIA 5 — SUSTAINABILITY

- Are the skills retained over time?
- Is behavior change long-lasting?
- Is there continued performance improvement?





PART 4: METHODS OF TRAINING EVALUATION



METHODS OF EVALUATION

- Observation
- Feedback Forms
- Tests (Pre & Post)
- Interviews
- Performance Appraisal
- Cost-Benefit Analysis



REACTION METHOD (FEEDBACK FORMS)

- Participants share opinions
- Measures satisfaction
- Easy and quick
- Subjective but useful

Example: End-of-session feedback form



LEARNING METHOD (TESTS)

- Pre-training test
- Post-training test
- Measures knowledge gain
- Objective measurement



BEHAVIORAL METHOD (OBSERVATION & APPRAISAL)

- Observe employees at workplace
- Performance reviews
- Supervisor feedback
- Measures behavioral change



RESULTS METHOD (PERFORMANCE METRICS)

- Increase in productivity
- Reduction in errors
- Improved sales
- Improved customer satisfaction

Focuses on business outcomes



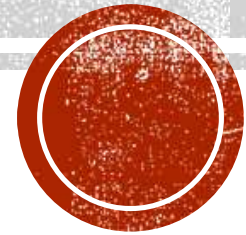
SUMMARY

Today we covered:

- Meaning of Training Evaluation
- Need for Evaluation
- Evaluation Criteria
- Methods of Evaluation
- Training is incomplete without evaluation.



TRAINING EFFECTIVENESS MODELS



WHAT IS TRAINING EFFECTIVENESS?

Training effectiveness refers to:

- The degree to which training achieves its intended objectives
- Improvement in knowledge, skills, behavior, and results
- Measurable impact on organizational performance

Effectiveness \neq Attendance

Effectiveness = Performance Improvement

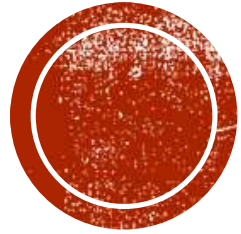


WHY DO WE NEED EVALUATION MODELS?

To measure impact systematically

- To justify training cost
- To improve future programs
- To link training with business goals
- Models provide a structured framework for evaluation.





PART 2: KIRKPATRICK MODEL



INTRODUCTION TO KIRKPATRICK MODEL

Developed by **Donald Kirkpatrick** (1959)

Most widely used training evaluation model.

It evaluates training at **4 levels**:

1. Level 1 – Reaction
2. Level 2 – Learning
3. Level 3 – Behavior
4. Level 4 – Results

Each level builds upon the previous one.



LEVEL 1 – REACTION

Question:

☞ How did participants feel about the training?

Measures:

- Satisfaction
- Engagement
- Trainer effectiveness
- Content relevance

Tools:

- Feedback forms
- Surveys
- Rating scales

Limitation: Subjective data



LEVEL 2 — LEARNING

Question:

☞ What did participants learn?

Measures:

- Knowledge gain
- Skill development
- Attitude change

Tools:

- Pre & post tests
- Skill demonstrations
- Quizzes

More objective than Level 1.



LEVEL 3 — BEHAVIOR

Question:

☞ Did behavior change at workplace?

Measures:

- Application of learning
- Improved job performance
- Change in work habits

Tools:

- Supervisor feedback
- Observation
- Performance appraisal
- Requires time after training.



LEVEL 4 – RESULTS

Question:

☞ What are the organizational outcomes?

Measures:

- Increased productivity
- Reduced costs
- Higher sales
- Reduced complaints
- Improved quality

Most important but difficult to measure.



STRENGTHS OF KIRKPATRICK MODEL

- Simple and easy to understand
- Practical framework
- Widely accepted
- Logical progression



LIMITATIONS OF KIRKPATRICK MODEL

- Assumes linear progression
- Difficult to isolate training impact
- Focuses more on post-training evaluation
- Does not emphasize pre-training analysis





Kirkpatrick's Model





PART 3: CIRO MODEL



INTRODUCTION TO CIRO MODEL

Developed by Warr, Bird & Rackham (1970)

CIRO stands for:

- C – Context
- I – Input
- R – Reaction
- O – Outcome

More comprehensive and management-oriented.



C — CONTEXT EVALUATION

Focuses on:

- Identifying training needs
- Organizational objectives
- Performance gaps

Questions:

- Why is training needed?
- What problems are we solving?

Pre-training evaluation stage.



I — INPUT EVALUATION

Focuses on:

- Training design
- Methods used
- Trainer selection
- Resources allocated

Ensures quality of training plan.



R — REACTION EVALUATION

Similar to Kirkpatrick Level 1.

Measures:

- Participant satisfaction
- Feedback on training experience



0 — OUTCOME EVALUATION

Measures:

- Learning outcomes
- Behavioral changes
- Organizational results

Combines Levels 2, 3, and 4 of Kirkpatrick.



STRENGTHS OF CIRO MODEL

- Includes pre-training evaluation
- Focuses on training design
- Suitable for management development
- More strategic approach

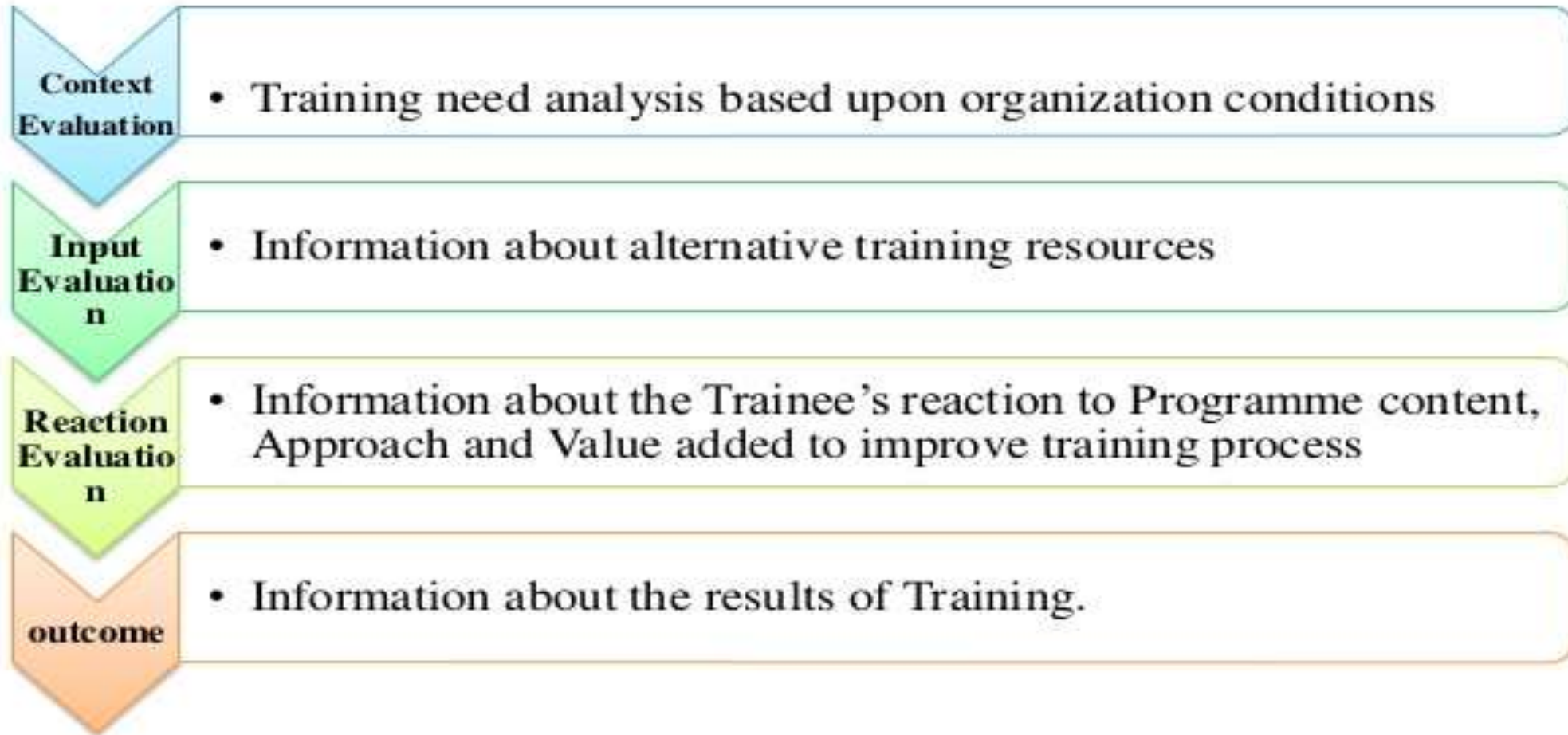


LIMITATIONS OF CIRO MODEL

- Slightly complex
- Requires detailed planning
- Needs structured documentation



CIRO Model





PART 4: COMPARISON



COMPARISON

Basis	Kirkpatrick	CIRO
Developed By	Donald Kirkpatrick	Warr, Bird & Rackham
Focus	Post-training evaluation	Pre + Post training
Levels	4 Levels	4 Stages
Simplicity	Very simple	More comprehensive
Pre-training Analysis	No	Yes (Context & Input
Suitable For	General training	Management development



CASE 1- HOW TO APPLY KIRKPATRICK MODEL?

A company conducted a sales training program.

Level 1: Feedback form

Level 2: Sales knowledge test

Level 3: Observe sales pitch changes

Level 4: Increase in sales revenue



CASE 2 -APPLYING CIRO MODEL

Context: Sales declining by 10%

Input: Designed 3-day skill-based training

Reaction: 90% participants satisfied

Outcome: Sales increased by 15%



WHICH MODEL SHOULD WE USE?

Use Kirkpatrick when:

- Simple evaluation needed
- Short-term programs

Use CIRO when:

- Strategic training programs
- Executive development
- Long-term planning



SUMMARY

Today we learned:

- Concept of training effectiveness
- Kirkpatrick 4-Level Model
- CIRO Model
- Comparison of both
- Practical application
- Training is effective only when it improves performance.

