Job Training

**Some Basics to Know About Training**

**Variety of Reasons for Training**

Employee job training can be initiated for a variety of reasons for an employee or group of employees, e.g.:  
a.) When a performance appraisal indicates performance improvement is needed  
b.) To "benchmark" the status of improvement so far in a performance improvement effort  
c.) As part of an overall professional development program  
d.) As part of succession planning to help an employee be eligible for a planned change in role in the organization  
e.) To "pilot", or test, the operation of a new performance management system  
f.) To train about a specific topic

**Very Basic Types of Training**

When planning training for your employees, it helps to understand some basics about training. Let's look at four types of training.

**Self-Directed Learning**

Self-directed learning is where the learner decides what he or she will learn and how.

**Other-Directed Learning**

Other-directed learning is where other people decide what the learner will learn and how.

**Informal training**

Informal training has no predetermined form. Examples are reading books to learn about a subject, talking to friends about the subject, attending a presentation, etc.

**Formal Training**

Formal training has a predetermined form. The form usually includes specification of learning results, learning objectives and activities that will achieve the results, and how the training will be evaluated. Examples might be college courses, workshops, seminars, etc. Note that because formal training has a form, it does not necessarily mean that formal training is better than other forms.

**Informal Means of Training**

This is probably the most common type of training and includes, for example, on-the-job training, coaching from supervisors, using manuals and procedures, advice from peers, etc.

**Coaching**

Probably the most common form of informal training is job coaching.   
1. The supervisor, or some other expert at the subject matter or skill, tells the employee how to do something.  
2. The employee tries it.  
3. The expert watches and gives feedback.  
4. The employee tries it until he or she gets it right.

The above approach works best in tasks or jobs that include straightforward procedures or routines. As jobs and roles become more complex, employees often require more formal training.

**Common Pitfalls in Employee Training**

1. New managers and supervisors often underestimate the value of training.   
2. Or, they perceive it as occurring only in classrooms.   
3. Or, they assume that because an employee has attended a course, workshop or seminar, than he or she must have learned what they needed to know.   
4. Or, they believe that good training can only occur from highly trained professionals.

**Learn How to Plan Your Training**

Supervisors and employees can accomplish highly effective training by following certain guidelines.

The following guidelines (along with additional advice and resources to fill out your training plan) are included in the [Complete Guidelines to Design Your Training Plan](http://managementhelp.org/training/systematic/guidelines-to-design-training.htm) at http://managementhelp.org/training/systematic/guidelines-to-design-training.htm

**Determining Your Overall Goals in Training**

1. Are there any time lines that you should consider in your plan?   
2. Are you pursuing training and development in order to address a performance gap?   
3. Or, is your plan to address a growth gap?   
4. Or, is your plan to address an opportunity gap?  
5. Get feedback from others  
6. Should you conduct a self-assessment?   
7. Is a list of competencies, job descriptions or job analysis available to help you identify your training and development goals?   
8. Begin thinking about how much money you will need to fund your plan.   
9. Write down your training goals.

**Identifying Your Learning Objectives and Activities**

1. What new areas of knowledge or skills are needed to reach the training goals. Each of these new areas is a learning objectives. Write down the learning objectives.   
2. In what sequence should the learning objectives be attained?   
a. Carefully consider -- When you have achieved all of your learning objectives, will you indeed have achieved all of your overall training goals?   
b. What are the best learning activities (methods) for you to achieve your learning objectives? Do your learning activities include your ongoing reflections about your learning?   
c. What observable results, or evidence of learning, will you produce from your learning activities that can be reviewed for verification of learning?   
d. Who will verify that each of your learning objectives were reached?   
3. Now that you know what activities that will be conducted, think again about any costs that will be needed, e.g., for materials, facilities, etc.   
4. How will you handle any ongoing time and stress management issues while implementing your plan?

**Developing Any Materials You May Need**

1. Consider if you need to obtain, or start:  
a. Enrolling in courses  
b. Buying books  
c. Scheduling time with experts  
d. Getting a mentor  
e. Scheduling time with your supervisor, etc.

**Planning Implementation of Your Training Plan**

1. During your training, how will you be sure that you understand the new information and materials?   
2. Will your learning be engaging and enjoyable?   
3. Are you sure that you'll receive the necessary ongoing feedback, coaching, mentoring, etc., during your training and development activities?   
4. Where will you get necessary administrative support and materials?

**Planning Evaluation of Your Training Plan and Experiences**

1. Who's in charge of implementing and tracking your overall plan?   
2. Consider having a local training expert review the plan.   
3. Are approaches to evaluation included in all phases of your plan?   
For example, are your methods being pretested before being applied? Do you understand the methods as they're being applied? Are regularly providing feedback about how well you understand the materials? How will the you (and your supervisor, if applicable) know if implementation of the plan achieves the training goals identified in the plan? Are there any plans for follow-up evaluation, including assessing your results several months after you completed your plan?

**Budget Necessary Resources for Training**

1. Consider costs of trainers, consultants, room rental, books, tuition, labor to pay the employee while attending training, etc.

Additional general resources about training and development

For additional and advanced information, see:

* [Employee Training Programs](http://managementhelp.org/training/methods/formal-isd-and-addie.htm) at http://managementhelp.org/training/methods/formal-isd-and-addie.htm
* [Self-Directed Learning in the Workplace](http://managementhelp.org/training/methods/formal-and-informal-methods.htm) at http://managementhelp.org/training/methods/formal-and-informal-methods.htm
* [Basic Terms in Training and Development](http://managementhelp.org/training/basics/terms-in-training.htm) at http://managementhelp.org/training/basics/terms-in-training.htm
* [Reasons and Benefits for Training and Development](http://managementhelp.org/training/basics/reasons-for-training.htm) at http://managementhelp.org/training/basics/reasons-for-training.htm
* [Basics to Know About Adult Learning](http://managementhelp.org/training/theory/adult-learning.htm) at http://managementhelp.org/training/theory/adult-learning.htm
* [Basic Requirements of Learners in Training and Development](http://managementhelp.org/training/roles/of-learners-in-training.htm) at http://managementhelp.org/training/roles/of-learners-in-training.htm
* [Basic Requirements of Supervisors With Employees in Training and Development](http://managementhelp.org/training/roles/of-management-in-training.htm) at http://managementhelp.org/training/roles/of-management-in-training.htm
* [Suggestions to Enrich Any Training and Development Plan](http://managementhelp.org/training/theory/guidelines-to-enrich-trainings.htm) at http://managementhelp.org/training/theory/guidelines-to-enrich-trainings.htm
* [Some Typical Ways of Learning](http://managementhelp.org/training/methods/index.htm#anchor931247) at http://managementhelp.org/training/methods/index.htm#anchor931247
* [Some New Ways of Learning in the Workplace](http://managementhelp.org/training/methods/index.htm#anchor789424) at http://managementhelp.org/training/methods/index.htm#anchor789424

Additional resources about designing training plans

For additional and advanced information, see:

* [Complete Guidelines to Design Your Training Plan](http://managementhelp.org/training/systematic/guidelines-to-design-training.htm) at http://managementhelp.org/training/systematic/guidelines-to-design-training.htm
* [Management Development](http://managementhelp.org/management/development/index.htm) at http://managementhelp.org/management/development/index.htm
* [Leadership Development](http://managementhelp.org/leadership/development/index.htm) at http://managementhelp.org/leadership/development/index.htm
* [Supervisoral Development](http://managementhelp.org/supervision/development/index.htm) at <http://managementhelp.org/supervision/development/index.htm>

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