

## PART ONE : IMPORTANCE OF TRAINING

Training of employees takes place after orientation takes place. Training is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. Training process molds the thinking of employees and leads to quality performance of employees. It is continuous and never ending in nature.

## IMPORTANCE OF TRAINING IN THE WORKPLACE

Training is crucial for organizational development and success. It is fruitful to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well.

Training is given on 4 basic grounds:

1. New candidates who join an organization are given training. This training familiarize them with the organizational mission, vision, rules and regulations and the working conditions.
2. The existing employees are trained to refresh and enhance their knowledge.
3. If any update and amendments take place in technology, training is given to cope up with those changes. For instance, purchasing a new equipment, changes in technique of production, computer implantation. The employees are trained about use of new equipment and work methods.
4. When promotion and career growth becomes important. Training is given so that employees are prepared to share the responsibilities of the higher level job.

## BENEFITS

The benefits of training can be summed up as:

1. **Improves morale of employees-** Training helps the employee to get job security and job satisfaction. The more satisfied the employee is and the greater is his morale, the more he will contribute to organizational success and the lesser will be employee absenteeism and turnover.
2. **Less supervision-** A well trained employee will be well acquainted with the job and will need less of supervision. Thus, there will be less wastage of time and efforts.
3. **Fewer accidents-** Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of committing accidents in job and the more proficient the employee becomes.
4. **Chances of promotion-** Employees acquire skills and efficiency during training. They become more eligible for promotion. They become an asset for the organization.
5. **Increased productivity-** Training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained.
6. **Transfer of organizational knowledge** – Business must utilize job audits and other collection methods to document the tacit knowledge of employees who have been with the organization for years, and they must train those longtime employees to share their knowledge
7. **Reduced compliance** – By implementing training on sexual harassment, corporate ethics, as well as, on diversity and workplace conduct, employers can reduce their risk of complaints, and, equally important, create a positive work environment.
8. **Operational effectiveness and efficiency** – Through good communication and teamwork skills, employees are better able to work across job functions, to apply information, and to think critically and act logically. Trained employees are better able to adapt to change – a must in today's economy.

## METHODS OF TRAINING

Training is generally imparted in two ways:

1. **On the job training-** On the job training methods are those which are given to the employees within the everyday working of a concern. It is a simple and cost-effective training method. The in-proficient as well as semi- proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is "learning by doing." Instances of such on-job training methods are *job-rotation, coaching, temporary promotions, etc.*
2. **Off the job training-** Off the job training methods are those in which training is provided away from the actual working condition. Instances of off the job training methods are *workshops, seminars, conferences, etc.* Such method is costly and is effective if and only if large number of employees have to be trained within a short time period. Off the job training is also called as *vestibule training*, i.e., the employees are trained in a separate area (may be a hall, entrance, reception area, etc. known as a vestibule) where the actual working conditions are duplicated.

## TRAINING ROOM DESIGN

Even if the activities of the learning session do not require changing the seating rearrangements, there are several reasons to do so:

- Learners are given a new perspective on the activity by sitting in a different part of the room.
- They get better acquainted with their peers.
- Learners are not consistently punished by being at greater distances from the screen or speakers.
- Small cliques do not arise—there is nothing wrong with cliques but in some cases they can become a problem by forcing their norms or agendas upon the entire group.

### Traditional Seating

X  
O OOOOOO  
O OOOOOO  
O OOOOOO  
O OOOOOO  
O OOOOOO

- ✓ Best used for short lectures to large groups
- ✓ Communication tends to be one way
- ✓ Trainer cannot see the learners in the back

### Modified Traditional

X  
O OOOOOOO  
O OOOOOOO  
O OOOOOOO  
O OOOOOOO  
O OOOOOOO

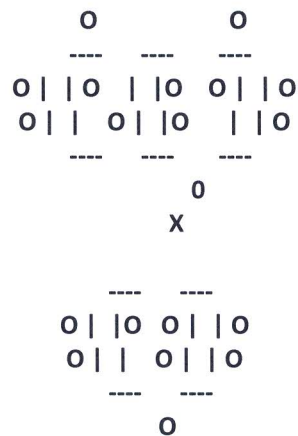
- ✓ There is more participation
- ✓ Allows the trainer to see all the learners
- ✓ Reduces space between trainer and learners as trainer can move up aisle
- ✓ Best used for short lectures to large groups

## Horseshoe



- ✓ Non-verbally encourages participation by allowing eye contact between the trainer and all the learners
- ✓ The trainer is able to move closer to each learner
- ✓ Works well when all learners must be able to see a demonstration
- ✓ Works good when learners will be involved in large group discussions

## Modular



- ✓ Learners can work in small groups on exercises and projects
- ✓ Communication between trainer and learners is more difficult
- ✓ Trainer must move between groups during lectures and activities
- ✓ Good for courses that require a lot of group work

## Circle

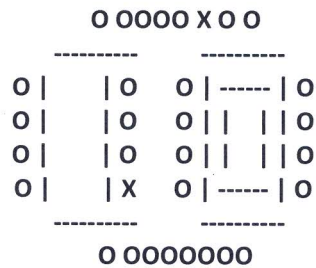


- ✓ Most democratic and unencumbered with no status symbol
- ✓ With no table each person is "totally revealed"
- ✓ Subtle nonverbal communications are possible
- ✓ Good for T-groups and sensitivity training
- ✓ There will be conversations, shorter inputs, and more members will participate when they sit at a round table rather than at a square table



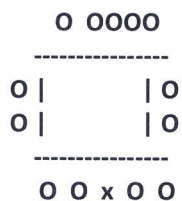
## Square

### Solid Hole in middle



- ✓ More formality than a circle
- ✓ Nobody can see all the faces of the other participants
- ✓ Depending where visual aids are placed, one side may become the "head of the table"
- ✓ A solid table normally encourages more conversation
- ✓ Tables with a hole in the middle tends to make some people less talkative, while encouraging others to speak for longer periods of time

## Rectangle



- ✓ The seats at the short dimensions of the table are often seen as leadership positions
- ✓ If used, the learners should be forced to take distinctly different positions every now and then (i.e. randomly shift the name cards)
- ✓ Fewer people can communicate face-to-face

## Scatter-Shot



- ✓ May appear haphazard but good for experiential training
- ✓ Permits quick change of learner focus
- ✓ Produces tremendous investments of learner energy
- ✓ Works well with multiple role plays
- ✓ Learners can quickly form into large groups
- ✓ Bad for note taking

HRD (n)	งานหรือกิจกรรมเพื่อการพัฒนาพนักงาน (Human Resources Development)
career development (n)	การวางแผนด้านการงานในอนาคตของพนักงานภายในบริษัท
action learning	การเรียนรู้แบบลงมือทำ
assess effectiveness of training	การประเมินประสิทธิภาพของการฝึกอบรม
attitude surveys	การสำรวจทัศนคติ
basic skills training	การฝึกอบรมทักษะเบื้องต้น
best practices	บทเรียนที่ดีที่สุด
bloc training	โครงสร้างการฝึกอบรมและพัฒนา
body of knowledge	องค์ความรู้
career development	การพัฒนาอาชีพ
career management	การบริหารสายอาชีพ
career path	สายความก้าวหน้าในอาชีพ
career stages	ลำดับขั้นของอาชีพ
cluster learning	กลุ่มความรู้ของแต่ละกลุ่มธุรกิจหรือแต่ละบริษัท
competency – based HR model	การบริหารทรัพยากรบุคคลตามโมเดลความสามารถ
concept	แนวคิด
conduct training	การจัดหลักสูตรฝึกอบรม
continuing education	การศึกษาต่อเนื่อง
continuous improvement	การปรับปรุงอย่างต่อเนื่อง
cross – training	การฝึกอบรมข้ามหน้าที่การงาน
career& succession planning	การวางแผนอาชีพและแผนสืบทอดตำแหน่ง
design and developing a training	ออกแบบและพัฒนาหลักสูตรฝึกอบรม
delivery a training	ดำเนินการฝึกอบรม
employee development	การพัฒนาพนักงาน
evaluation& follow up	การประเมินและติดตามผล
expert	เชี่ยวชาญ
focus group	กลุ่มโฟกัส
HRD master plan	แผนหลัก HRD
HRD needs	ความจำเป็นในการพัฒนาทรัพยากรบุคคล
in- house training	การจัดหลักสูตรฝึกอบรมในกิจการ
individual development	การพัฒนารายบุคคล

**Food restriction**

Vegetarian Hindu/Indian meal	อาหารจำพวกเนื้อ ปลา และ สัตว์ปีก
Infant/Baby food	ส่วนอาหารที่มีส่วนผสมของนม เจลาตินและไข่เป็นอาหารต้องห้าม
Bland/Soft meal	อาหารสำหรับเด็กที่มีอายุ 6-10 เดือน
Child meal	อาหารจัด อ่อน สำหรับผู้โดยสารที่มีอาการปวดท้องหรือมีปัญหาเกี่ยวกับลำไส้
Diabetic meal	อาหารสำหรับเด็กที่มีอายุ 2 ปี หรือ มากกว่า 2 ปี
Fruit platter meal	อาหารสำหรับผู้ป่วยโรคเบาหวาน ทั้งที่มีอินซูลิน และไม่มีอินซูลิน
Gluten-Free meal	อาหารจานผลไม้ มีทั้งผลไม้สดและผลไม้แห้ง
Hindu meal	อาหารปราศจากกลูเตน (โปรตีนจากข้าวไรย์ ข้าวบาร์เลย์ และข้าวโอ๊ต)
Kosher meal	อาหารฮินดูเป็นอาหารที่ปรุงจากเนื้อลูกแกะ เนื้อปลา และเนื้ออื่น ๆ
Low-calorie meal	แต่ปราศจากเนื้อวัวและเนื้อหมู ส่วนผลิตภัณฑ์ที่ผลิตจากนมได้รับการอนุญาต
Low fat/cholesterol meal	อาหารโคเชอร์ อาหารสำหรับผู้นับถือศาสนายิว
Low sodium meal	อาหารพลังงานต่ำแต่มีคุณค่าทางโภชนาการ
Muslim meal	อาหารคอเลสเตรอลต่ำ/ไขมันต่ำ
Non-Lactose meal	อาหารโซเดียมต่ำ หรือไม่มีส่วนประกอบของเกลือ
Seafood meal	อาหารมุสลิม ไม่มีเนื้อหมู แฮม แบนคอน แอลกอฮอล์โดยเป็นไปตามกฎของฮาลาล
Raw vegetarian meal	อาหารที่มีแล็คโตสต่ำหรือปราศจากแล็คโตส (แล็คโตส คือน้ำตาลที่ผสมอยู่ในนม)
Strict European vegetarian meal	อาหารทะเล
Vegetarian Jain meal	อาหารมังสวิรัต มีส่วนผสมของผักสดและผลไม้สด
Western vegetarian meal	อาหารมังสวิรัตแบบเคร่ง ปราศจากผลิตภัณฑ์จากเนื้อสัตว์ทุกประเภท
Vegetarian oriental meal	อาหารเจสำหรับผู้นับถือศาสนาเซน/หรือสำหรับคนอินเดียที่กินมังสวิรัตแบบเคร่ง
	อาหารมังสวิรัต แบบไม่เคร่ง มีส่วนประกอบของนม ไข่ เนยแข็ง ผลไม้ ผัก ธัญพืช ถั่ว
	อาหารเจแบบตะวันออก ปรุงตามสไตล์จีน

**PART THREE : MEMORANDUM TRAINING**

**Sample 1 : Memo**

To : Jack Morgan, Sales Manager  
From : Heidi Bromstein , Personnel Manager  
Date January 15, 2014

**STAFF TRAINING SESSIONS**

Further to our telephone conversation earlier today, I confirm that training for your staff will **take place** on Friday next commencing at 09:30 hrs. The morning session, Effective Telephone Technique, will be led by Jacqui Tanner and is designed for all junior members of staff. It will take place in room 214. Your Sales team will be required to attend Sam French's session on After Sales Service in Room 320. The afternoon session is designed for all staff and is a practical session on database management. This will be held in our computer Suite from 14:00 hrs. Lunch will be provided in the staff canteen.

I should be grateful if you would advise your staff of following;

1. These training sessions are part of the induction process and attendance is essential.
2. Course evaluation forms should be completed at the end of the session.
3. PT staff are required to attend; time off in lieu will be granted in the normal way.

Please let me have final numbers by the end of this week.

Many thanks  
*Heidi Bromstein*

**Sample 2 : Confirmation letter**

Dear .....

Your application to attend (course name) is confirmed. This course focuses on (brief course description). It offers plenty of hand-on practice, and encourages you to learn from one another in discussion sessions. This course will be held :

Date : .....  
Time : .....  
Venue : .....

We request that you are at the venue ( 15 min before start time) to allow time for registration, and for us to start on time. We believe that learning should be relaxed and fun, so we suggest you dress casually (e.g. neat jean and polo shirt) and comfortably as you will be sitting for much of (morning, afternoon, day, evening)

This package is further information related to this course and the venue:

- Course pre-requisites
- Course objective / outcomes
- Course outline and schedule
- Policy for " no shows " and late arrivals

Please check the spelling of your name on this letter, and let us know if we have got it wrong – your name tag will have this name unless you tell us otherwise. If you name needs to be changed, if you have any special needs that we need to cater for, or if you have questions about the training course or the arrangements, please contact (contact person) on ( phone/email).

HR Team looks forward to seeing you on ( day and date of course).

Regards,  
*Heidi Bromstein*

**Sample 1 : Participant Course Evaluation**

**RATE THE COURSE**

Directions: Please use this scale to indicate the extent to which you agree with the following statements:

1	2	3	4	5	n/a
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable

	1	2	3	4	5	n/a
<b>ABOUT ME</b>						
I was personally interested in taking this course						
I had the necessary prerequisite knowledge for completing this course						
<b>MATERIALS</b>						
The course materials were accurate						
The course materials (including job-aids, templates, glossary of terms, etc.) were <b>relevant</b> and contributed to the achievement of the learning						
<b>RELEVANCE AND EFFECTIVENESS</b>						
This course met the stated learning objectives						
This training was relevant to my responsibilities						
I will be able to perform my responsibilities better as a result of completing this course						
This course helped increase my knowledge, skills or changed my attitudes						
Facilities and/or technological environment and equipment were appropriate and effective						
The time allotted to each learning activity/topic was appropriate						
The training environment was conducive to learning						
Overall, the instructors were effective (demonstrated mastery of the subject matter, responded completely to questions, provided relevant examples, etc.)						
Overall, the course was effective						
<b>Rate the Individual Instructors (if applicable):</b>						
<b>Instructor A</b> This instructor was effective						
<b>Instructor B</b> This instructor was effective						
<b>Optional Questions:</b>						
Please provide any comments you have about any of the instructors.						
What do you feel were the most valuable aspects of this course?						
What do you feel were the least valuable aspects of this course?						
What recommendations do you have for enhancing this course?						
What other comments do you have?						

**Sample 2 : Participant Course Evaluation**

**Thank you for completing this confidential evaluation questionnaire.  
Your anonymous feedback will be used in planning future courses.**

**1. Training course objectives**

Please tick to what extent you feel the training module objectives were achieved.

*1=not achieved 2=to some extent 3=fully achieved*

<b>After completing this Media Training Course, I am able to:</b>			
Select and conduct a needs analysis process			
Develop a training course, specifying general aims and objectives, content, training modules and program timetable			
Design training modules that consist of training techniques appropriate for achieving desired learning objectives			
Establish a climate to facilitate learning			
Evaluate training modules, course presenters and course effectiveness			

**2. Apart from these formal objectives, did the training course meet any of your other personal learning goals?**

**3. Did you have any personal learning goals which were not met?**

**4. Training course modules**

Please indicate your satisfaction with each module by ticking one box for each.

*1=Very dissatisfied 2=Fairly dissatisfied 3=50/50 4=Fairly satisfied 5=Very satisfied*

Identify Learning Needs					
Develop a Media Training Course					
Design a Media Training Module					
Set the Climate for Learning					
Evaluate Your Course					

**5. What did you like best about the training course?**

**6. What did you learn that will be useful on the job?**



**7. Session leaders and presenters**

The following people led training sessions and made presentations during the course. Please indicate your satisfaction with the quality by ticking the boxes.

1=Very dissatisfied 2=Fairly dissatisfied 3=50/50 4=Fairly satisfied 5=Very satisfied

<Presenter's name here>					
Interest					
Usefulness					
Training/presentation technique					
Presenter's name here>					
Interest					
Usefulness					
Training/presentation technique					
esenter's name here>					
Interest					
Usefulness					
Training/presentation technique					
<b>Please suggest any improvements:</b>					

**8. Workplace visits**

Please indicate your satisfaction with each workplace visit by ticking one box for each item.

1=Very dissatisfied 2=Fairly dissatisfied 3=50/50 4=Fairly satisfied 5=Very satisfied

(*note: insert location of each work place in a row below)					
<b>Please suggest any improvements</b>					

**9. Training administration**

Please indicate your satisfaction by ticking one box for each item.

1=Very dissatisfied 2=Fairly dissatisfied 3=50/50 4=Fairly satisfied 5=Very satisfied

Information provided before the course					
Number of rest breaks during training sessions					
Timetable of the training course					
Length of the training course					
Training rooms					
Training equipment					
<b>Please suggest any improvements:</b>					

**10. Please make suggestions about other ways the training course could be improved.**



**Thank you for your feedback.**

### Sample 3 : A numerical evaluation form

<b>Course :</b> <i>Negotiation</i> <b>Trainer :</b> <i>John Peters</i> <b>Date</b> <i>12 February 2014</i>	
Please give your rating of each course element on a scale of 1 -10 Where 1 = unsatisfactory and 10 = excellent	
Course administration and joining instruction	6
The training facilities	6
Lunch and refreshments	3
Accuracy of course objectives	9
Quality and effectiveness of audio-visual aids	8
Quality and usefulness of handouts and materials	9
Trainer 's subject knowledge	9
Trainer interaction and group participation	10
Trainer's response to questions	8
Overall rating of trainer	9
Overall rating of course effectiveness	8

### Sample 4 : A narrative evaluation form

<b>Course :</b> <i>Negotiation</i>	<b>Trainer :</b> <i>John Peters</i>	<b>Date</b> <i>12 February 2014</i>
<b>Please give your opinion of the following course elements</b>		
Course administration and joining instruction <i>Quite informative but couldn't understand the map</i>		
The training facilities <i>Nice big room with breakout areas but a/c not working properly</i>		
Lunch and refreshments <i>I'd ordered vegetarian meal in advance but there wasn't any.</i>		
Accuracy of course objectives <i>Yes, the course delivered what it said it would.</i>		
Quality and effectiveness of audio-visual aids <i>Professional</i>		
Quality and usefulness of handouts and materials <i>Very good – a lot of things I will keep and use.</i>		
Trainer 's subject knowledge <i>Yes – he knew his stuff.</i>		
Trainer interaction and group participation <i>Excellent, really funny and got everyone involved.</i>		
Overall rating of trainer <i>Very professional and entertaining</i>		
Overall rating of course effectiveness <i>In general, the course was useful and I would recommend it to others.</i>		