



NPTel ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

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Module : 12

Lecture 01 : Concept of Disruption



TRAINING AND DEVELOPMENT

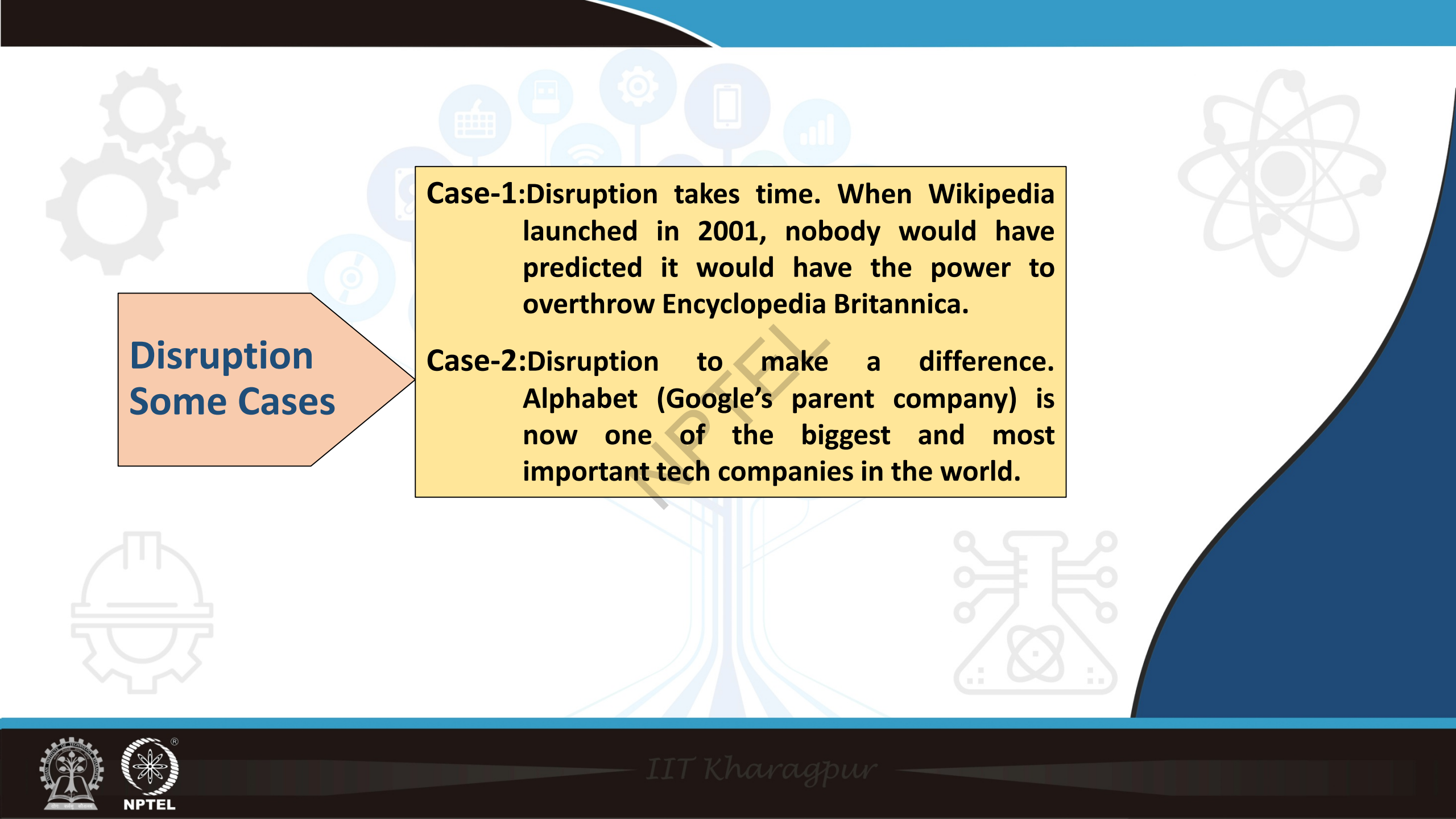
This part of lecture session will be held on the concept of disruptions and its various issues.



“Disruption does not stop. It stays disruptive until something else disrupts it. We have to be willful about acting on it.”



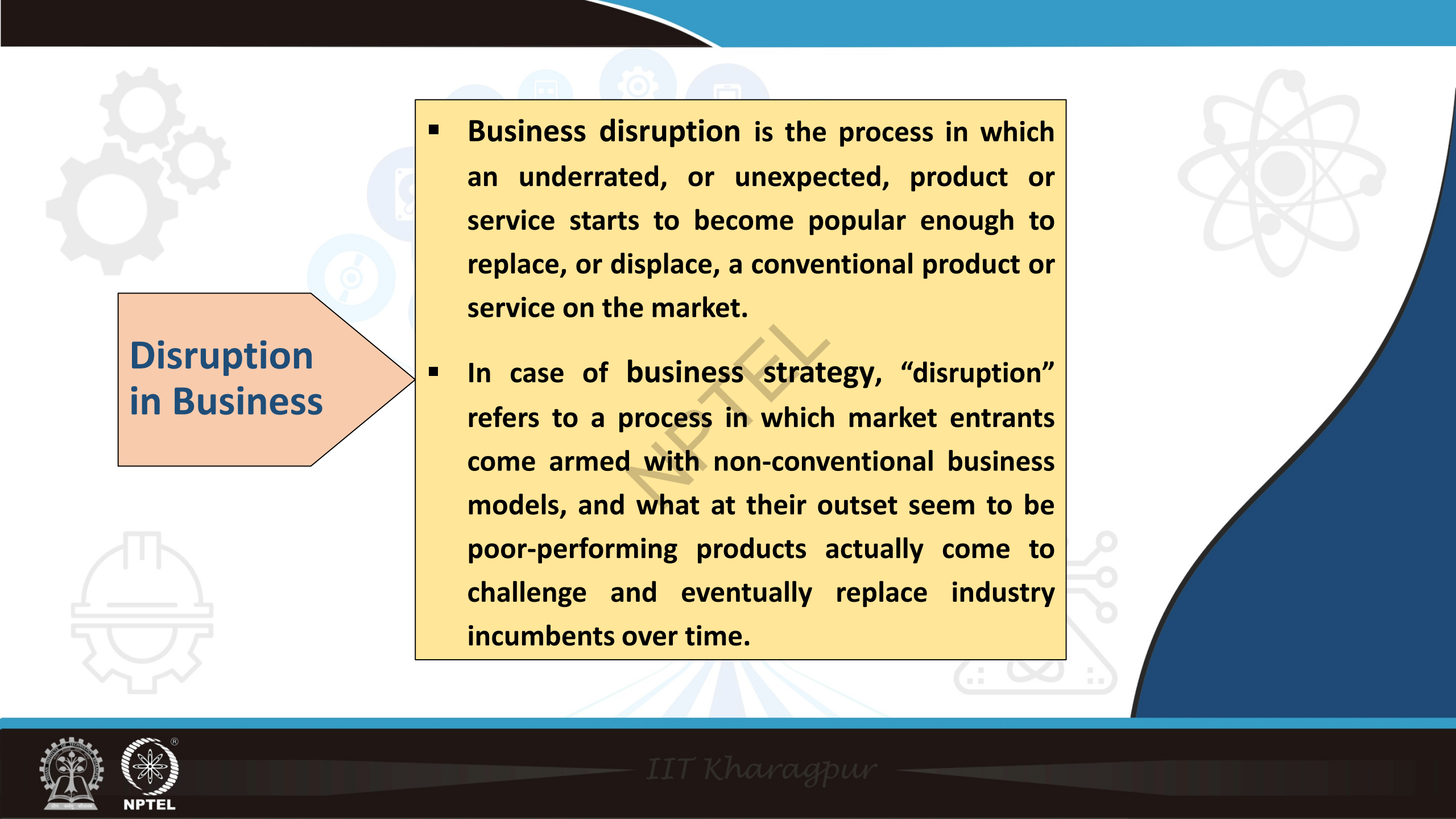
Daryl Plummer
VP Analyst and Gartner Fellow



Disruption Some Cases

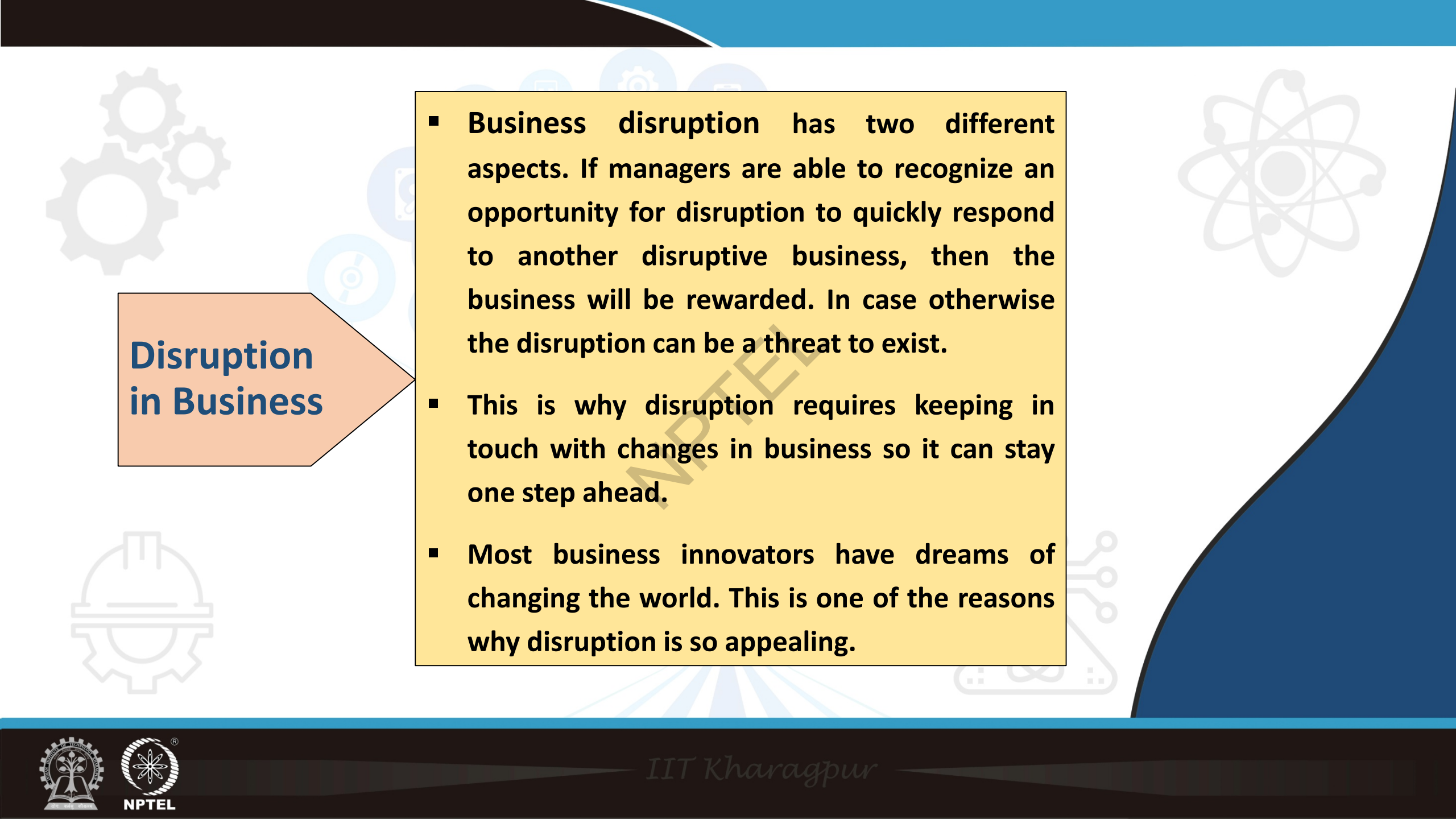
Case-1:Disruption takes time. When Wikipedia launched in 2001, nobody would have predicted it would have the power to overthrow Encyclopedia Britannica.

Case-2:Disruption to make a difference. Alphabet (Google's parent company) is now one of the biggest and most important tech companies in the world.



Disruption in Business

- **Business disruption** is the process in which an underrated, or unexpected, product or service starts to become popular enough to replace, or displace, a conventional product or service on the market.
- In case of business strategy, “disruption” refers to a process in which market entrants come armed with non-conventional business models, and what at their outset seem to be poor-performing products actually come to challenge and eventually replace industry incumbents over time.



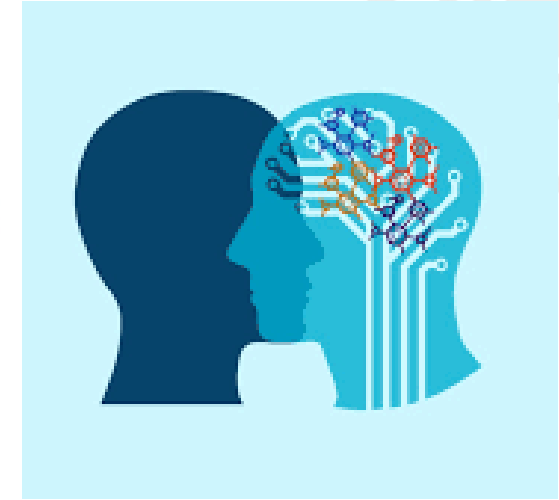
Disruption in Business

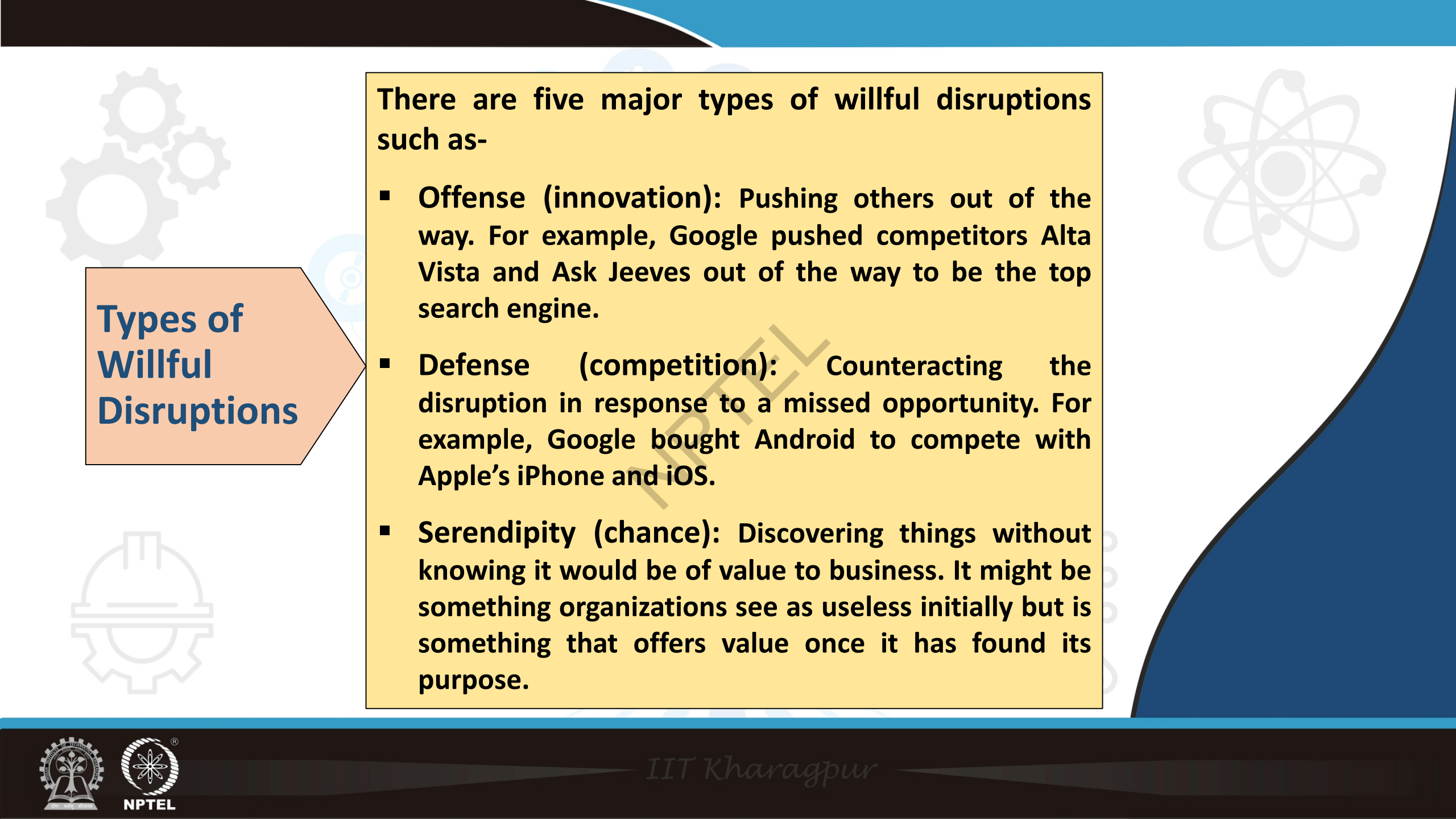
- **Business disruption has two different aspects. If managers are able to recognize an opportunity for disruption to quickly respond to another disruptive business, then the business will be rewarded. In case otherwise the disruption can be a threat to exist.**
- **This is why disruption requires keeping in touch with changes in business so it can stay one step ahead.**
- **Most business innovators have dreams of changing the world. This is one of the reasons why disruption is so appealing.**

New Technology & Business Disruption

When a new technology disrupts a marketplace:

- It can create unfair competitive advantages
- Business models must adapt to the new status quo
- Companies must become more digitally mature
- Attaining digital maturity, however, is not a straightforward process.





Types of Willful Disruptions

There are five major types of willful disruptions such as-

- **Offense (innovation):** Pushing others out of the way. For example, Google pushed competitors Alta Vista and Ask Jeeves out of the way to be the top search engine.
- **Defense (competition):** Counteracting the disruption in response to a missed opportunity. For example, Google bought Android to compete with Apple's iPhone and iOS.
- **Serendipity (chance):** Discovering things without knowing it would be of value to business. It might be something organizations see as useless initially but is something that offers value once it has found its purpose.

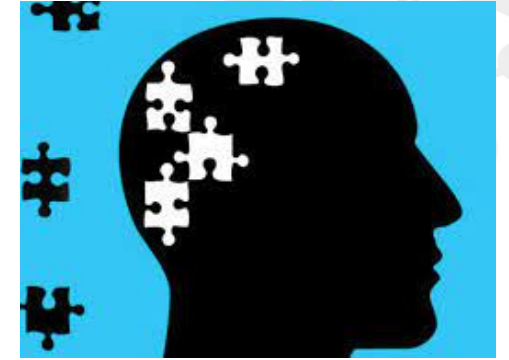
Types of Willful Disruptions

- **Destruction (anarchistic):** Not reacting to disruption at all, ending in destruction. For example, Netflix had a destructive impact over time on Blockbuster's business.
- **Self-disruption (reinvention):** Disrupting yourself before someone else does it to you. For example, Apple created the iPhone, which cannibalized, to a large degree, its iPod market, but paved the way for better, more wide-ranging market opportunities like photography, personal navigation and even augmented reality.



Disruptive Technology

- **Disruptive technology** is an innovation that significantly alters the way that consumers, industries, or businesses operate. A disruptive technology sweeps away the systems or habits it replaces because it has attributes that are recognizably superior.
 - Recent disruptive technology examples include e-commerce, online news sites, ride-sharing apps, and GPS systems.



Types of Disruptive Technologies

- Cloud computing.
- Internet of things.
- Mobile Internet.
- Renewable Energy.
- Robotics.
- 3D Printing Technology.
- Next-gen storage solutions.



Stages of Disruption

■ Stage-I: Disruption of incumbent

Introduces new product with a distinct point of view, knowing it does not solve all the needs of the entire existing market, but advances the state of the art in technology and/or business.

New product or service is not relevant to existing customers or market, incumbent-“deny.”



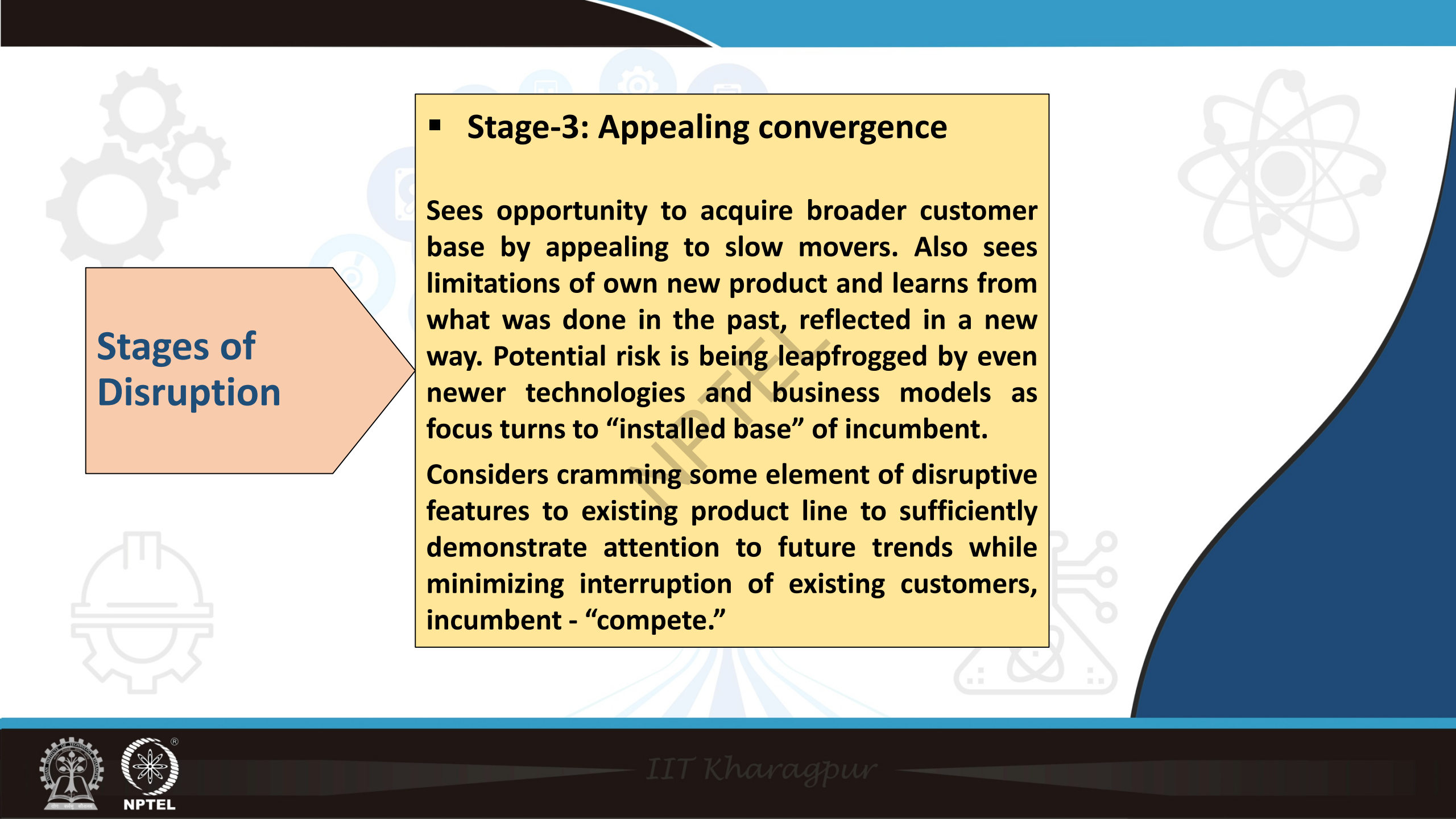
Stages of Disruption

■ Stage-2: Rapid linear evolution

Proceeds to rapidly add features and capabilities, filling out the value proposition after initial traction with select early adopters.

Begins to compare full-featured product to new product and show deficiencies, incumbent - “validate.”





Stages of Disruption

■ Stage-3: Appealing convergence

Sees opportunity to acquire broader customer base by appealing to slow movers. Also sees limitations of own new product and learns from what was done in the past, reflected in a new way. Potential risk is being leapfrogged by even newer technologies and business models as focus turns to “installed base” of incumbent.

Considers cramming some element of disruptive features to existing product line to sufficiently demonstrate attention to future trends while minimizing interruption of existing customers, incumbent - “compete.”

Stages of Disruption

■ Stage-4: Complete reimagination

Approaches a decision point as new entrants to the market can benefit from all your product has demonstrated, without embracing the legacy customers as done previously. Embrace legacy market more, or keep pushing forward?

Arguably too late to respond, and begins to define the new product as part of a new market, and existing product part of a larger, existing market, incumbent- “retreat.

REFERENCES

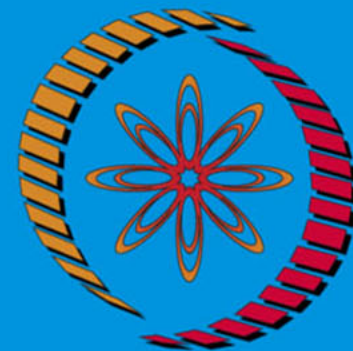
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CONCLUSION

This part of lecture session has given clear picture on the concept of disruption and its various issues with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of disruptions.





**THANK
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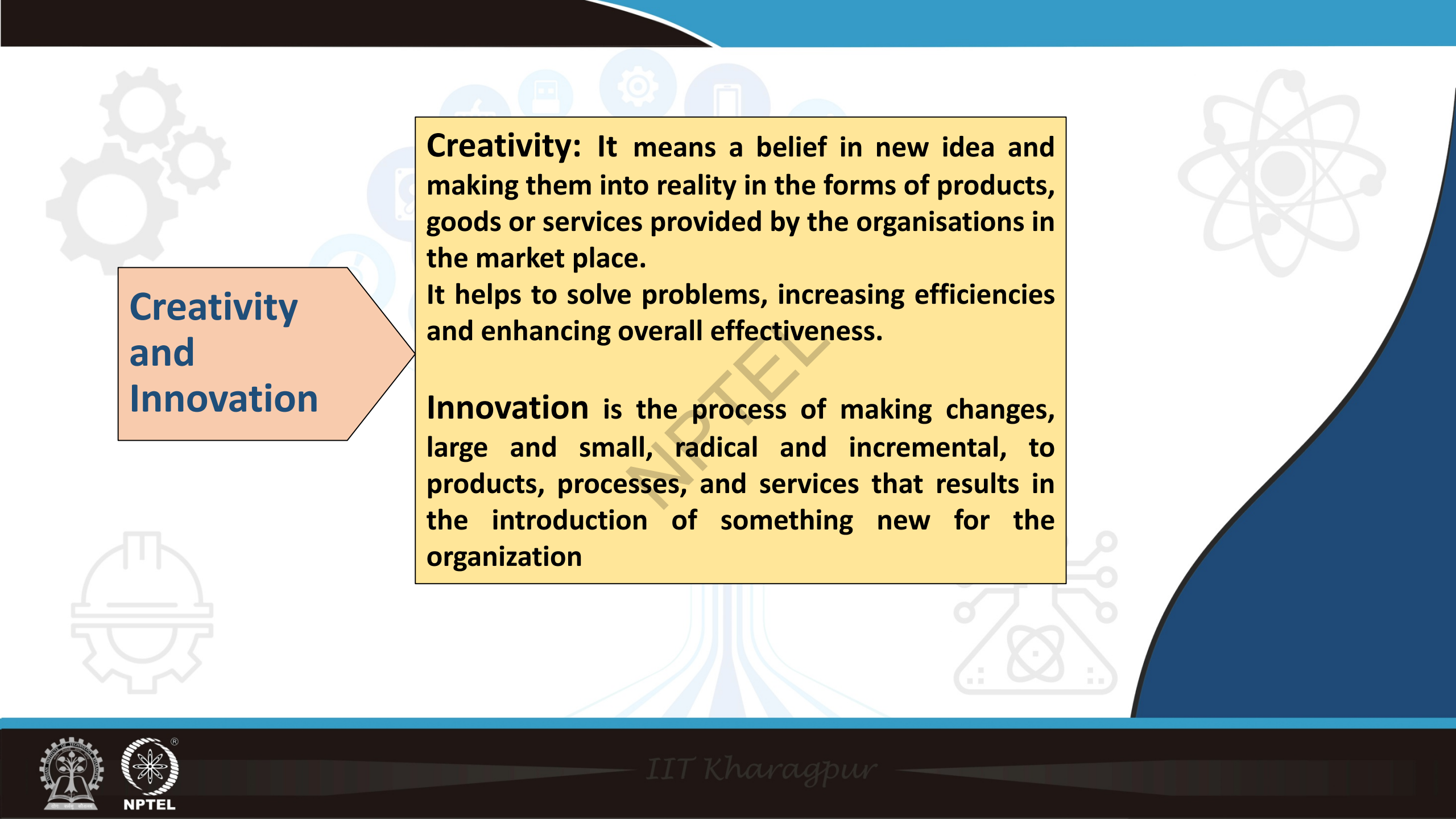
Lecture 02 : Disruption in Creativity and Innovation



TRAINING AND DEVELOPMENT

This part of lecture session will be held on various issues relating to the disruption in creativity and Innovation.





Creativity and Innovation

Creativity: It means a belief in new idea and making them into reality in the forms of products, goods or services provided by the organisations in the market place.

It helps to solve problems, increasing efficiencies and enhancing overall effectiveness.

Innovation is the process of making changes, large and small, radical and incremental, to products, processes, and services that results in the introduction of something new for the organization

Creativity Training

Creativity training can be defined as instruction to develop an individual's capability to generate novel and potentially useful solutions to (often complex and ill-defined) problems.

The support for creativity training appears to vary widely from country to country.. The perception that creativity training is widespread in organisations is to some extent supported by the evidence



Categories of Creativity Training

Birdi, K. (2016). has found the categories of creative training as follows:

- i) Brainstorming:** When asked to describe creative thinking techniques, brainstorming is probably the approach that most people would mention.
- ii) Synectic:** The focus of this approach is to aid the generation of novel ideas by joining together apparently irrelevant elements through the use of analogies.
- iii) Morphological analysis:** The breaking down of a problem into its component parts and the reconfiguration of those parts into unique combinations provides a means of promoting remote associations and therefore divergent thinking



Categories of Creativity Training

iv) Lateral thinking: The approach defines vertical thinking as that based on developing logical linkages while lateral thinking involves a complete shift in thinking or perception around a problem.

v) Inventive problem solving: This approach deals the intention of creatively invigorating the engineering design and problem-solving domain.

vi) Creative problem solving: It is presented as a series of processes or stages described as- problem finding, information finding, idea finding, solution finding and acceptance finding.

Process of Creativity Training

Creativity training is conducted as the process stated below:

- i. problem construction or problem finding,**
- ii. information gathering,**
- iii. concept search and selection,**
- iv. conceptual combination,**
- v. idea generation,**
- vi. idea evaluation,**
- vii. implementation planning, and**
- viii. action monitoring**



The Difference Between Creativity and Innovation

Creativity and innovation, while closely linked as part of a creation process, are not the same.

Creativity is subjective and isn't measurable, while innovation – at its most basic level meaning "new". It is measurable in the sense that an innovation is the creation of something new, whether it be a new product, idea or method.



Aims of Creative Disruption

Creative disruption aims at:

- Developing marketing messages which will be remembered and acted upon (which will improve performance/ROI of marketing expenditures).
- Improving brand perceptions and other market indicators (e.g., awareness, understanding, interest, engagement, etc.).
- Disrupting the flow of traditional marketing strategies to make existing business and marketing techniques obsolete.
- Creating new business innovations that lead to new markets and new marketing techniques.

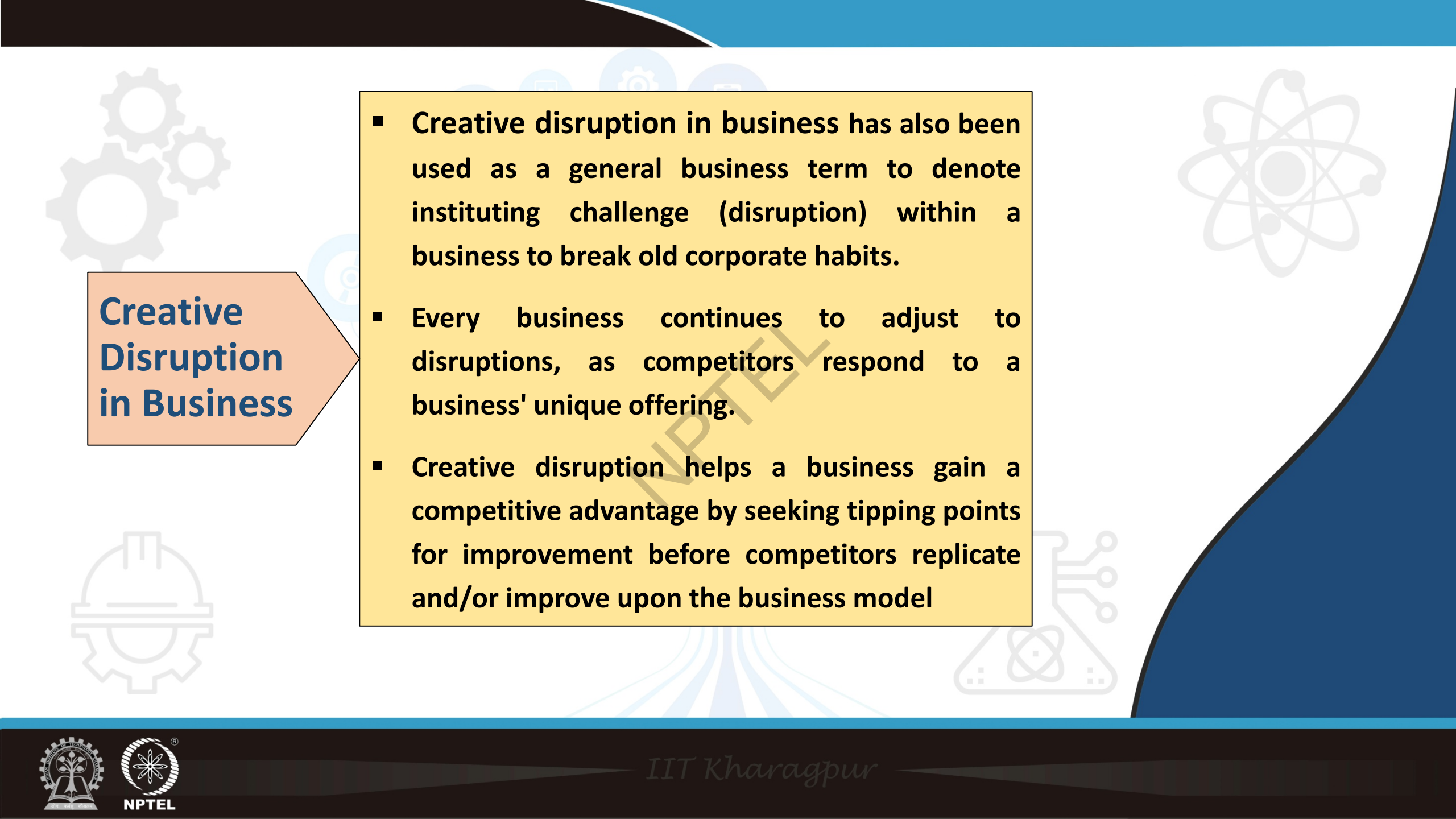


Techniques of Creative Disruption

Techniques involved in creative disruption are:

- Contrasting messaging
- Unusual or out of place presentation or placement
- Exaggerated presentation
- Intensely targeted messaging





Creative Disruption in Business

- Creative disruption in business has also been used as a general business term to denote instituting challenge (disruption) within a business to break old corporate habits.
- Every business continues to adjust to disruptions, as competitors respond to a business' unique offering.
- Creative disruption helps a business gain a competitive advantage by seeking tipping points for improvement before competitors replicate and/or improve upon the business model

Types of Innovation or Innovation Matrix

Impact on the Market

Sustaining

A significant improvement on a product aiming to sustain the position in existing market

Disruptive

Technology or new business model that disrupts the existing market

Incremental

Gradual, continuous improvements on existing products and services

Radical

Technological breakthrough that transforms industries, often creates new market

Newness Technology

Low

High

Source: <https://www.viima.com/blog/disruptive-innovation>



IIT Kharagpur

Types of Innovations

The diagram in prepage is innovation matrix. It shows that innovation is to classify based on two dimensions: the technology it uses and the market it operates in.

Incremental innovations are just a little better than the previous version of the product or service.

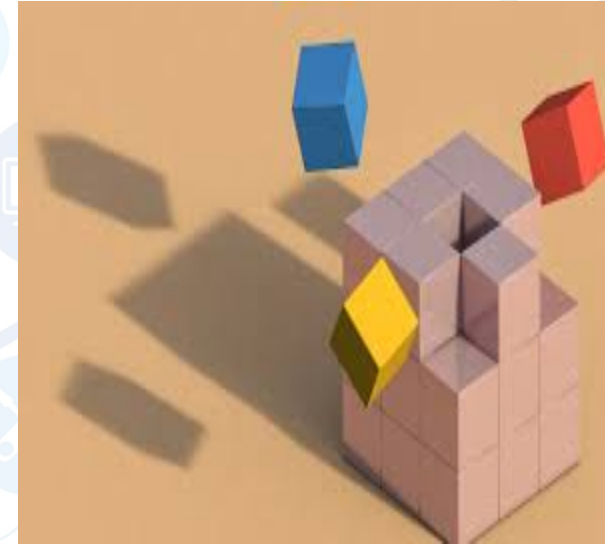
Disruptive innovation is referred to the product, or a service that creates a new value network either by entering an existing market or by creating a completely new market.



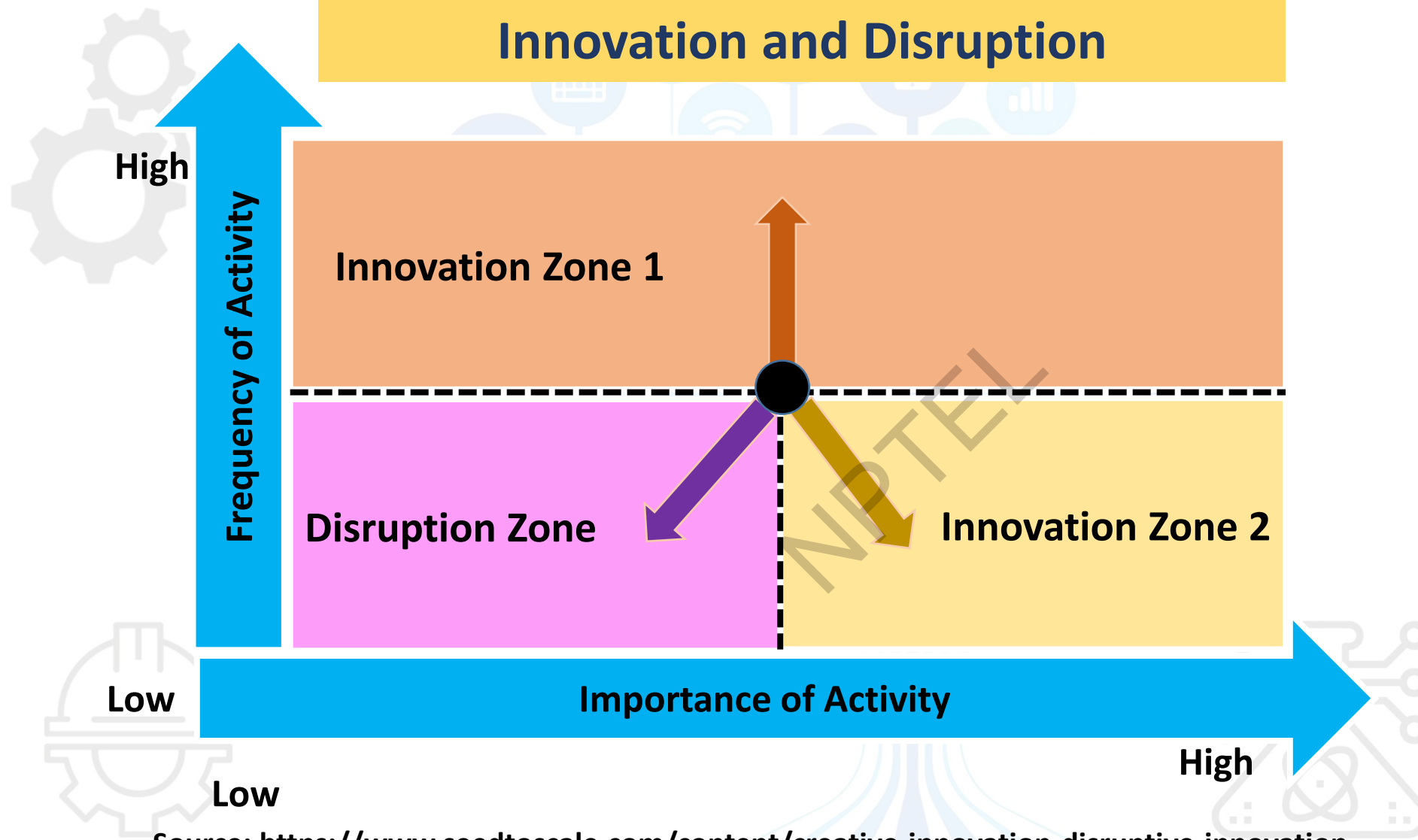
Types of Innovations

Sustaining innovation is the opposite of disruptive innovation as it exists in the current market instead of creating new value networks.

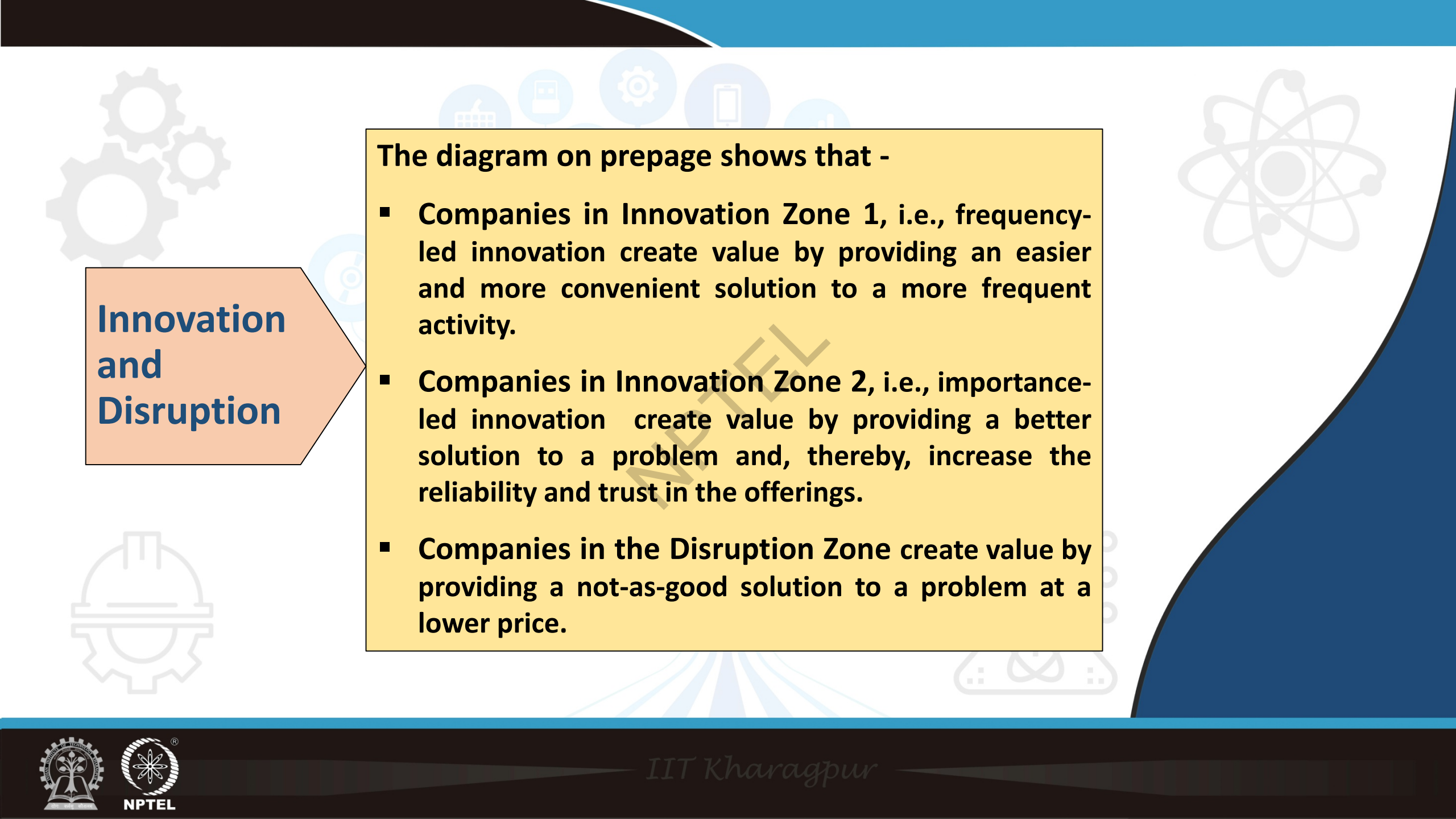
Radical innovation is rare as it has similar characteristics to disruptive innovation but is different in a way that it simultaneously uses revolutionary technology and a new business model.



Innovation and Disruption



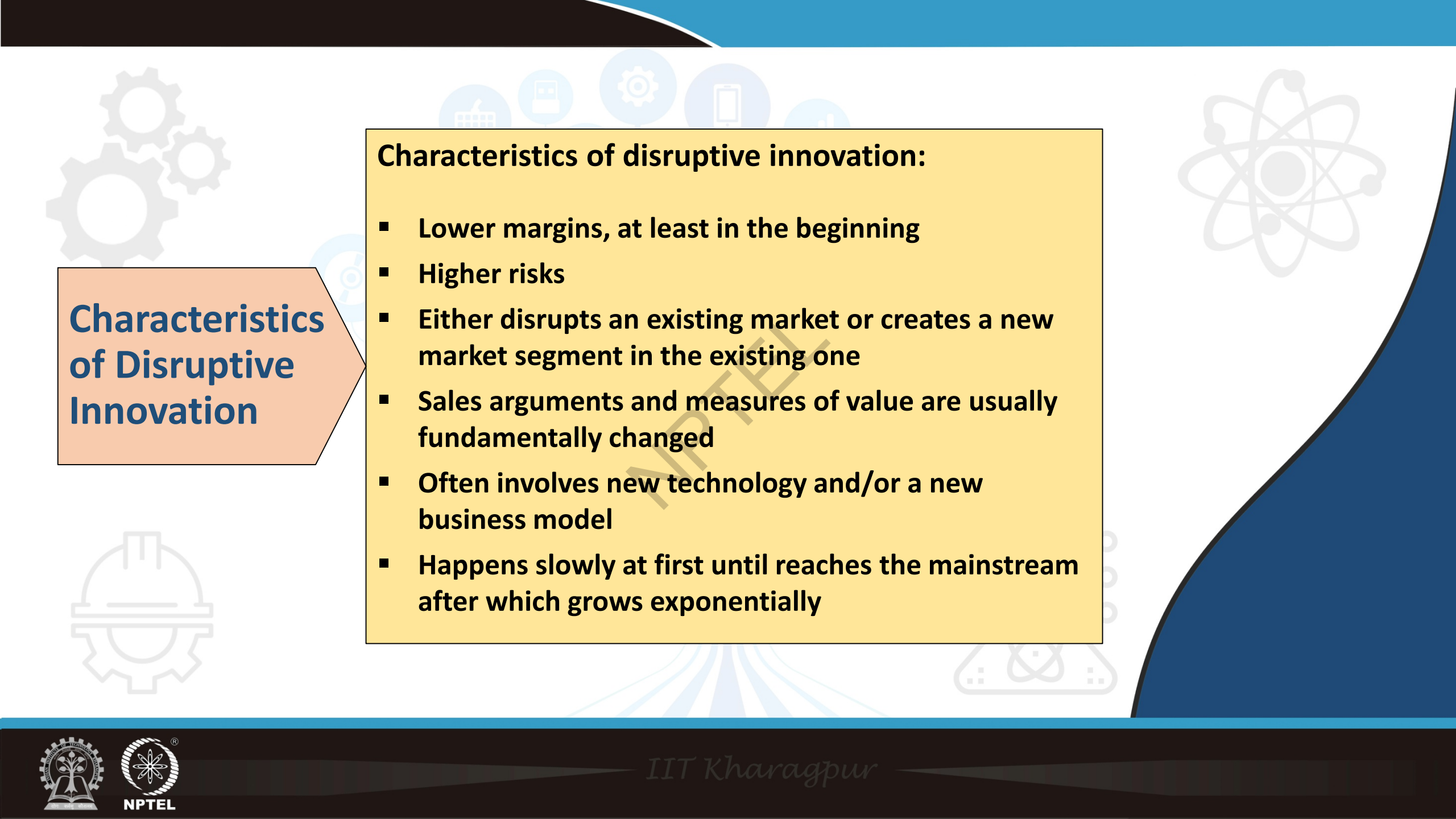
Source: <https://www.seedtoscale.com/content/creative-innovation-disruptive-innovation>



Innovation and Disruption

The diagram on prepage shows that -

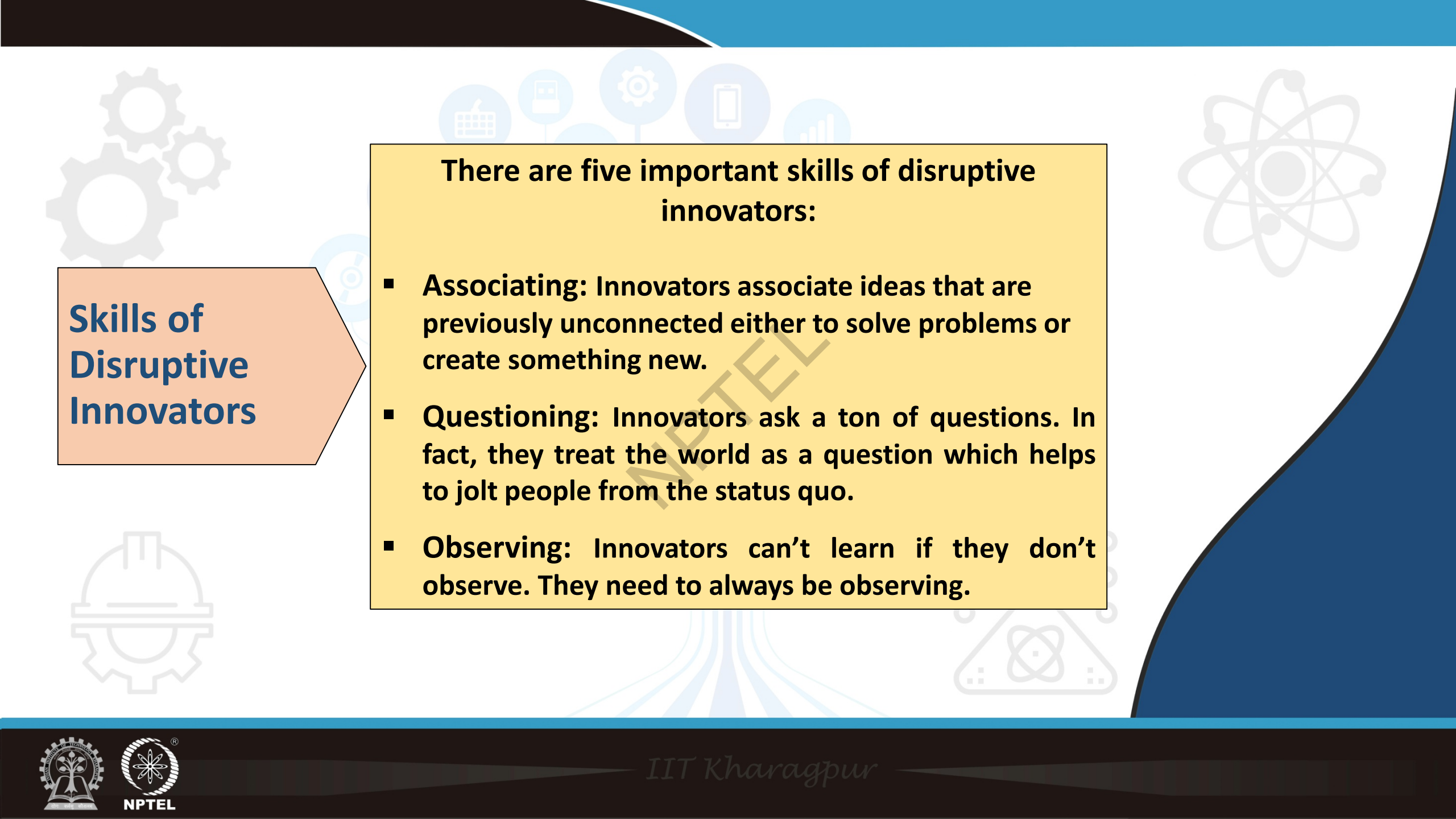
- Companies in Innovation Zone 1, i.e., frequency-led innovation create value by providing an easier and more convenient solution to a more frequent activity.
- Companies in Innovation Zone 2, i.e., importance-led innovation create value by providing a better solution to a problem and, thereby, increase the reliability and trust in the offerings.
- Companies in the Disruption Zone create value by providing a not-as-good solution to a problem at a lower price.



Characteristics of Disruptive Innovation

Characteristics of disruptive innovation:

- Lower margins, at least in the beginning
- Higher risks
- Either disrupts an existing market or creates a new market segment in the existing one
- Sales arguments and measures of value are usually fundamentally changed
- Often involves new technology and/or a new business model
- Happens slowly at first until reaches the mainstream after which grows exponentially



Skills of Disruptive Innovators

There are five important skills of disruptive innovators:

- **Associating:** Innovators associate ideas that are previously unconnected either to solve problems or create something new.
- **Questioning:** Innovators ask a ton of questions. In fact, they treat the world as a question which helps to jolt people from the status quo.
- **Observing:** Innovators can't learn if they don't observe. They need to always be observing.

Skills of Disruptive Innovators

There are five important skills of disruptive innovators: (continued)

- **Networking:** Talking to people is a great source of ideas. People offer different perspectives. They may have just failed at something but you may be able to apply the same idea to a different problem.
- **Experimenting:** If the world is their question it is also their lab. Fail often. Fail fast. Fail Cheap. Try again. Never give up.



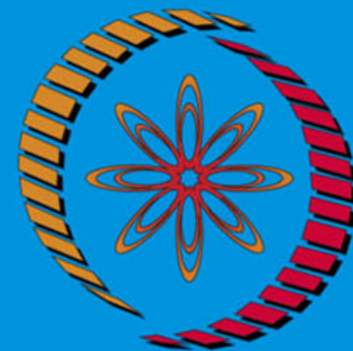
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CONCLUSION

This part of lecture session has given clear picture on leadership and management, the difference between manager and leader, the challenges of leadership and coping strategies, leadership in global context with an aim to make all learners aware about it and enhance their level of thinking and perception on all these aspects of leadership development. This is the final lecture of this week.

Next week, we will focus on problem solving and creativity. Enjoy learning. Thank you all.



**THANK
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Module : 12

Lecture 03 : Implication of Digital Disruption in Training and Learning



TRAINING AND DEVELOPMENT

This part of lecture session will be held on implication of digital disruption in training.

Introduction to Digital Disruption

Digital disruption has remarkable impact on employment and considerable implications for skills and employee training. As a result of that training providers, from early schooling through to tertiary education, need to adapt curriculum to the rapidly changing technological environment leading to digital disruption.



Defining Digital Disruption

Generally, digital disruption happens after a digital innovation. It affects how the expectations and behaviour of customers evolve, causing organizations to shift how they create products and services. This shift in digital strategy can occur on an individual, organizational, industry or societal level..

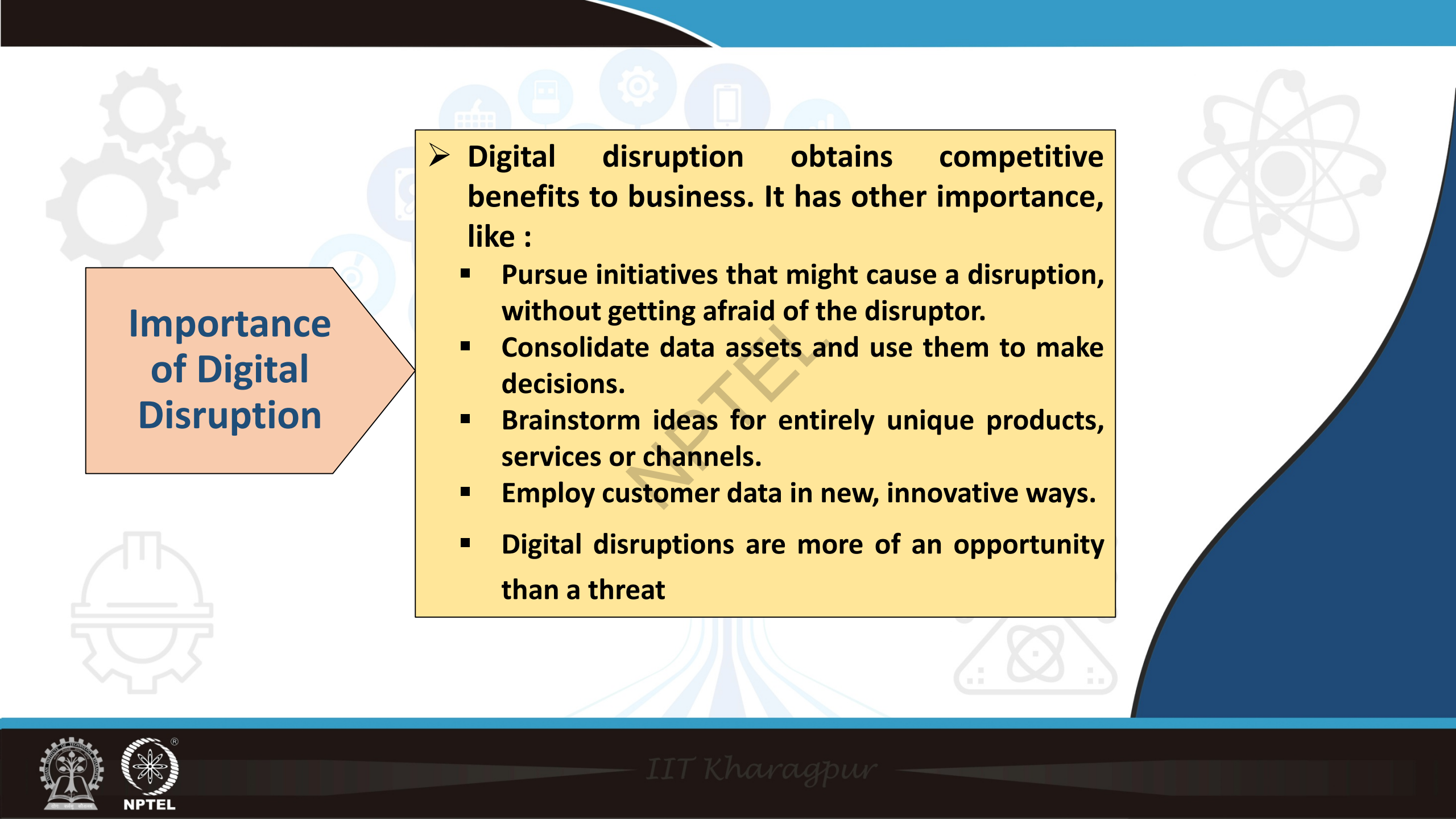
Digital disruption is the change that occurs when new digital technologies and business models affect the value proposition of existing goods and services.



Some Examples of Digital Disruption

- The digital camera business disrupted the industry of film photography and photo processing.
- The rise of electronic reading has redefined the print and publication industry.
- Amazon, Hulu and Netflix, caused a disruption within the media and entertainment industries by changing how content is accessed by customers and monetized by advertisers.
- On-demand services, like Uber, have disrupted more traditional services like taxis.





Importance of Digital Disruption

- Digital disruption obtains competitive benefits to business. It has other importance, like :
 - Pursue initiatives that might cause a disruption, without getting afraid of the disruptor.
 - Consolidate data assets and use them to make decisions.
 - Brainstorm ideas for entirely unique products, services or channels.
 - Employ customer data in new, innovative ways.
 - Digital disruptions are more of an opportunity than a threat

Elements of Digital Disruption

Digital disruption has four distinct elements, each with the potential to change the businesses directions. They are:

- **Technology:** Includes things like invention, usage, design, etc.
- **Business:** Covers marketing, development, delivery pricing, etc.
- **Industry:** Involves customers, methods, processes, standards, etc.
- **Society:** Encompasses movements, culture, habits, and so on.



Implication of Digital Disruption on Training

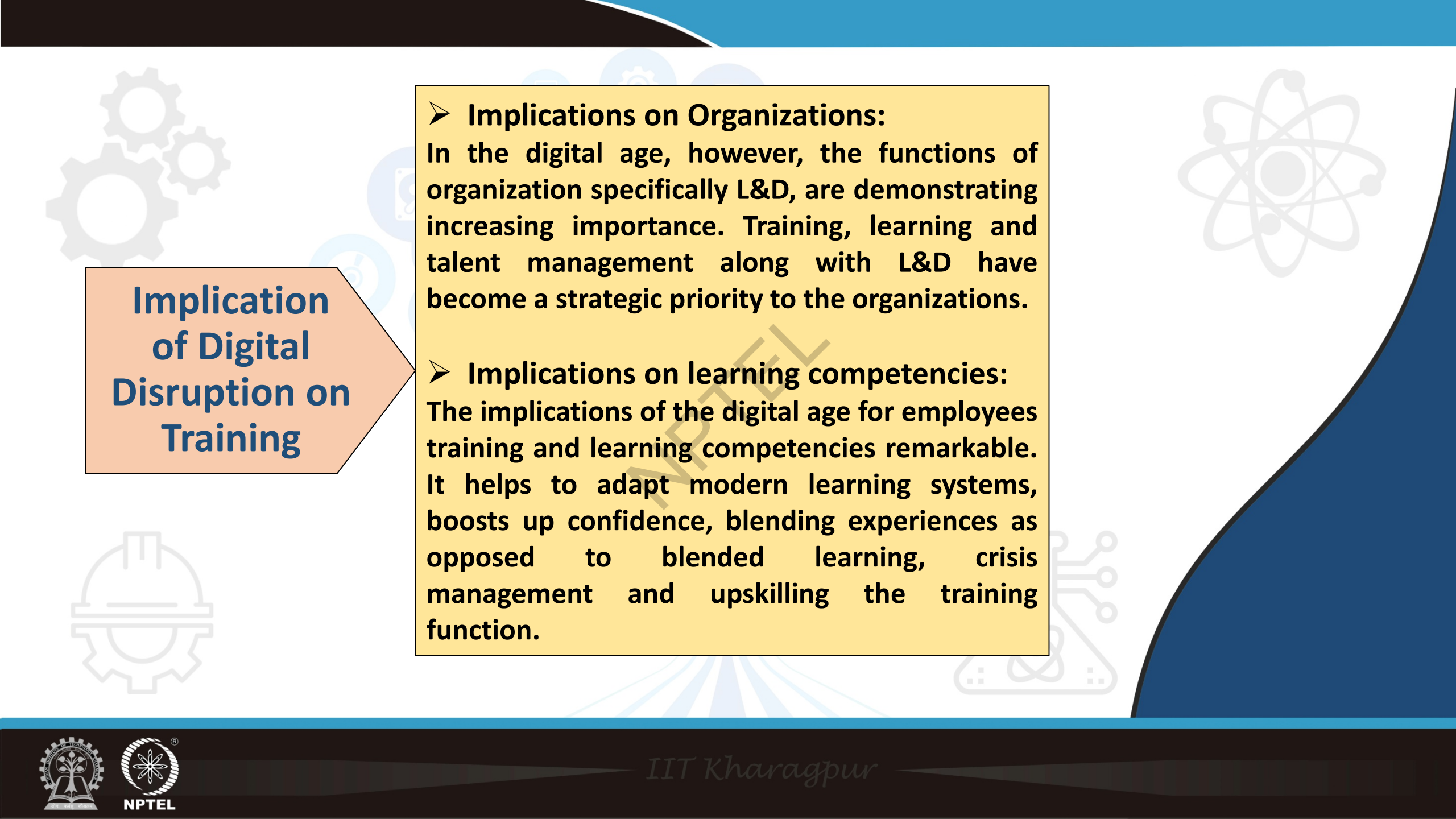
➤ Implications on employees:

Employees now expect their learning to be personalized on-demand, engaging, instantly gratifying and enabled by technology which is creating scope for digital disruption.

➤ Implications on HR Team

The expectation of HR Team requires L&D to reskill, upskill and cross-skill employees, with a focus on developing a digital-first mindset and a learning-centric culture.





Implication of Digital Disruption on Training

➤ Implications on Organizations:

In the digital age, however, the functions of organization specifically L&D, are demonstrating increasing importance. Training, learning and talent management along with L&D have become a strategic priority to the organizations.

➤ Implications on learning competencies:

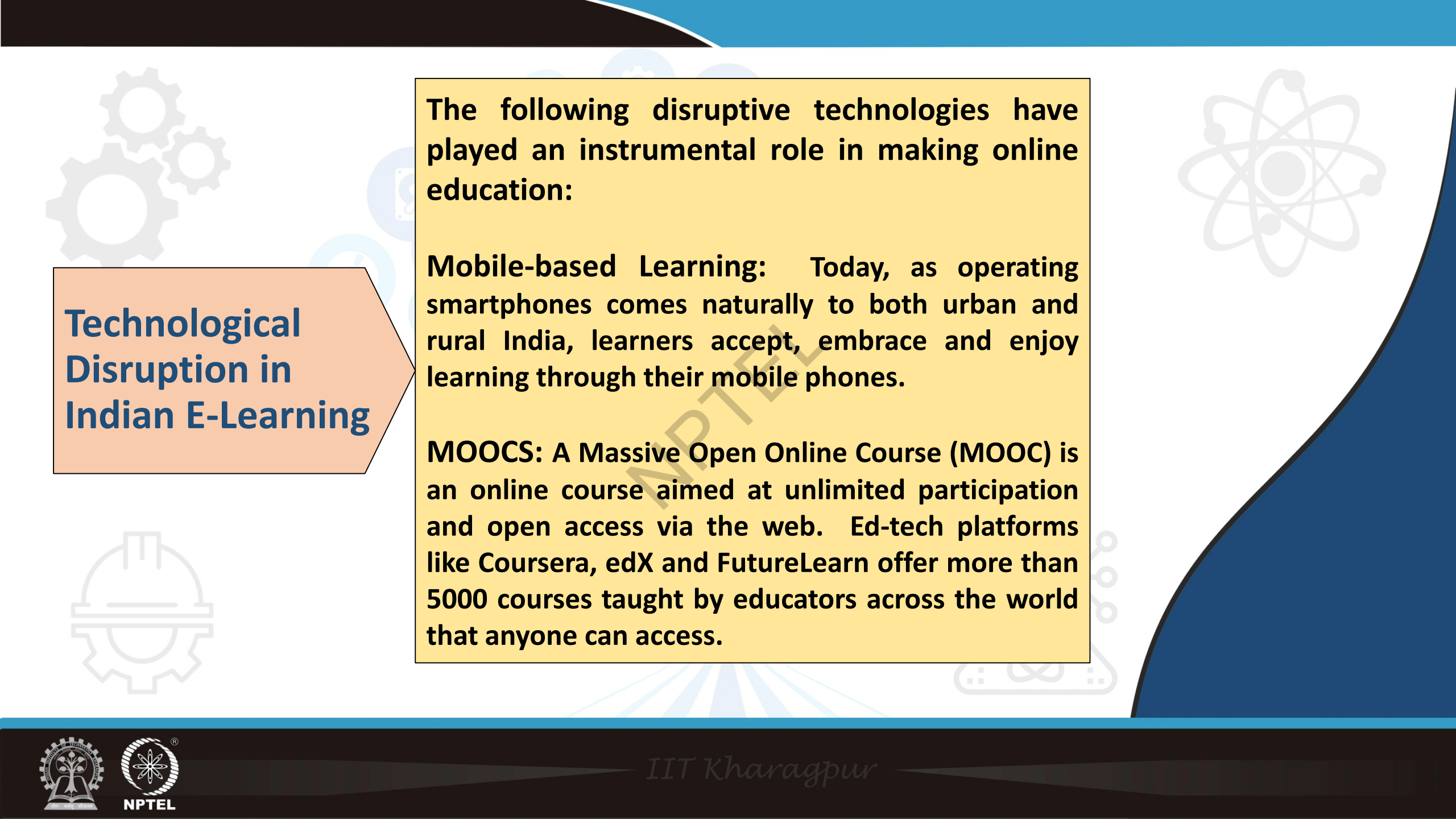
The implications of the digital age for employees training and learning competencies remarkable. It helps to adapt modern learning systems, boosts up confidence, blending experiences as opposed to blended learning, crisis management and upskilling the training function.

Implication of Digital Disruption on Training

➤ Implications on customer centric learning experience:

Organizations are investing in digital technologies and game elements into customer interactions. These can make learning centric experience with benefit like - demonstrable mindset change, accelerated learning, bridging the gap between theory and practice, hyper-personalization and exceptional return on investment for training.



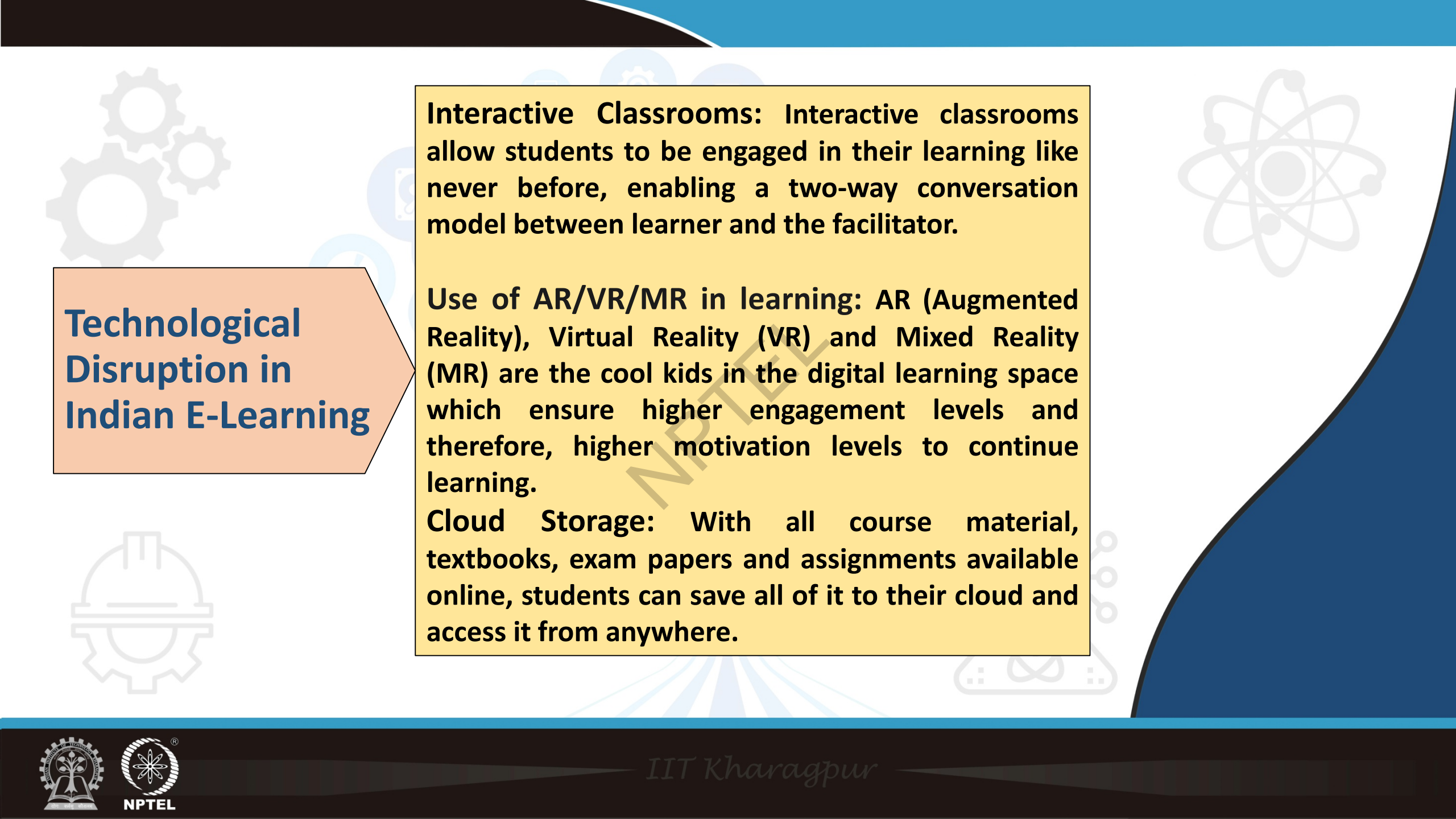


Technological Disruption in Indian E-Learning

The following disruptive technologies have played an instrumental role in making online education:

Mobile-based Learning: Today, as operating smartphones comes naturally to both urban and rural India, learners accept, embrace and enjoy learning through their mobile phones.

MOOCS: A Massive Open Online Course (MOOC) is an online course aimed at unlimited participation and open access via the web. Ed-tech platforms like Coursera, edX and FutureLearn offer more than 5000 courses taught by educators across the world that anyone can access.



Technological Disruption in Indian E-Learning

Interactive Classrooms: Interactive classrooms allow students to be engaged in their learning like never before, enabling a two-way conversation model between learner and the facilitator.

Use of AR/VR/MR in learning: AR (Augmented Reality), Virtual Reality (VR) and Mixed Reality (MR) are the cool kids in the digital learning space which ensure higher engagement levels and therefore, higher motivation levels to continue learning.

Cloud Storage: With all course material, textbooks, exam papers and assignments available online, students can save all of it to their cloud and access it from anywhere.

Indian Efforts to Activate Digital Platform for Learning

Following are some efforts taken by Government of India for digital learning:

- Mechanisms developed to provide textbooks to all children at home.
- Online classes and e-learning to keep the learning process intact.
- Up-skilling teachers for leveraging e-learning resources.
- Use of mobiles to increase penetration and enable “anytime, anywhere” access.
- Re-aligning various interventions to manage the crisis, with specific emphasis on the learning process, safety & security of children



Future Plan of Shaping Indian E-Learning

Future plans include the following:

- Developing digital classrooms as an instructional modality - Integration of use of technology with the education system.
- Inclusion of virtual vocational training, virtual labs & skill development courses.
- Multi-mode access to education using web portals, mobile apps, TV channels, radio, podcasts etc. with coherent user experience.
- Developing quality e-content in local languages.
- Developing framework for enhancing learning within and outside the classroom, and for assessments in the era of digital education.
- Framing of Online/Digital Education Guidelines addressing the digital divide



Digital Disruption in Teachers' Training

- Real-time text to speech and text translation systems can be used to disseminate information seamlessly in the regional language,
- Biometric authentication: Mundane and support tasks of the teacher – attendance and other administrative tasks- can be taken over by AI.
- Chatbots: Integration of chatbots in the digital infrastructure could be transformational. They could be trained on subject matter and a good percentage of doubts of the students could be answered instantly.



Digital Disruption in Teachers' Training

- **Automated grading:** Machine learning methods could be used for automated grading of assessments on a large scale platform such as DIKSHA, E-PATHSALA and SWAYAM.
- **Personalization:** When such content is in place on these e-learning platforms, personalized feedback and recommendations at a large scale could be possible.
- **Supervised classification models to reduce drop-out rates:** When AI systems provide personalized feedback, we can curb the all India drop-out rates in higher education.

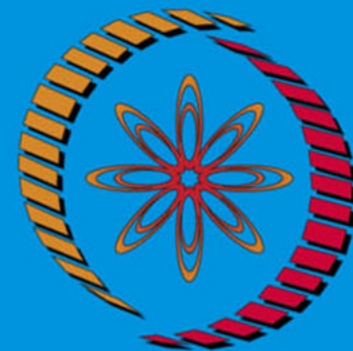


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CONCLUSION

This part of lecture session has given clear picture on the implications of digital disruption in training which may enhance the level of thinking and perception of learners on all these aspects of digital disruption.



**THANK
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Module : 12

Lecture 04 : Managing Disruptive Trainees



TRAINING AND DEVELOPMENT

This part of lecture session will be held on managing disruptive trainees through training.



Who is Disruptive Trainee

The employee who does not want to be trained despite being informed well in advance of the course which has relations to his/her task towards achieving the business goals.



Types of Disruptive Trainees

- **The Chatter box:**

This type of trainee as implied by the name talks incessantly. They can also talk irrelevantly and tend to drag the conversation, going off the track.

- **Introverts**

These type of trainees are calm and quiet and participate in the discussion minimally.

Types of Disruptive Trainees

- **Know-it-All**

This type of trainee is aggressive and possesses over-confidence. They genuinely believe that they are champions of everything and don't require training.

- **Slow learners**

These trainees take more time to grasp a topic and need more attention. This can be due to their age, learning abilities, technology needs, and/or reluctance.



Types of Disruptive Trainees

- **Cynics**

This individual is pessimistic and may have been let down too many times before. They need a bit more reassurance and evidence. After that, they might change their perception and turn around like the person who asks the most critical questions or become engaged.



Method of Dealing with Disruptive/ Chatterbox- Trainees

■ The Chatterbox

It is very easy to identify the constant chatter and handle them without creating a backlog in training session.

If they ask too many questions, trainer can ask the trainee to take the discussion offline after the class so that there is no deviation.



Method of Dealing with Disruptive/Introverts Trainees

■ Introverts

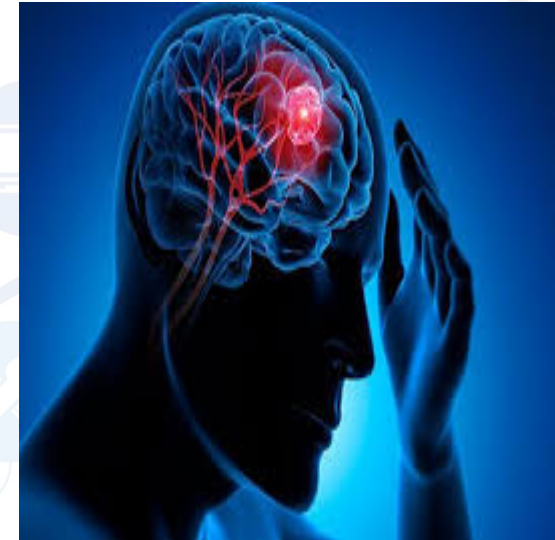
Start with an icebreaker to break the silence. Trainer can also pair them up with the chatterbox trainees to influence each other and serve the purpose. In addition, trainer can make them leader in groups and give them more responsibility to open up.



Method of Dealing with Disruptive/ Know-it-all Trainees

- **Know-it-All**

Make them realise the benefits of the training and bounce their questions back to the group. The group interaction and open house discussion will lead the situation.



Method of Dealing with Disruptive/ Slow Learner or Trainees

- **Slow Learners**

Tackle these trainees by devoting more time for them and put in extra hours if trainers can after the class to explain them better. Use analogies to get the point across and pair them with smart learners.



Method of Dealing with Disruptive/ Cynics Trainees

- **Cynics**

No matter how well trainers are prepared for a session, always expect the unexpected. Handle the various tough situations and try to strike the right chord with the participants. Whatever solutions trainers have, don't get into an argument because no good can come out of it.



Dealing with Disruptive/ Dropout Trainees

- **Drop outs**

Taking charge of the session immediately

Communicating to the trainees all about the credential of trainers.

In a friendly but assertive way telling employees about the importance of training and how will it help him/her.

Allowing the employees to vent their frustrations.



Methods of Dealing with Disruptive/ Dropout Trainees

▪ Drop outs

Interaction from trainees on what they would be doing in case they were not in the session.

Have trainees draw pictures of how the person next to them feels about attending the training.

Break trainees into groups and asking each group to list 10 reasons for not to being in class.

Asking other group to list 10 reasons for being in the class.

Reassemble the class and discuss on the list of not to being in class.

End up session with the reasons for being in class.



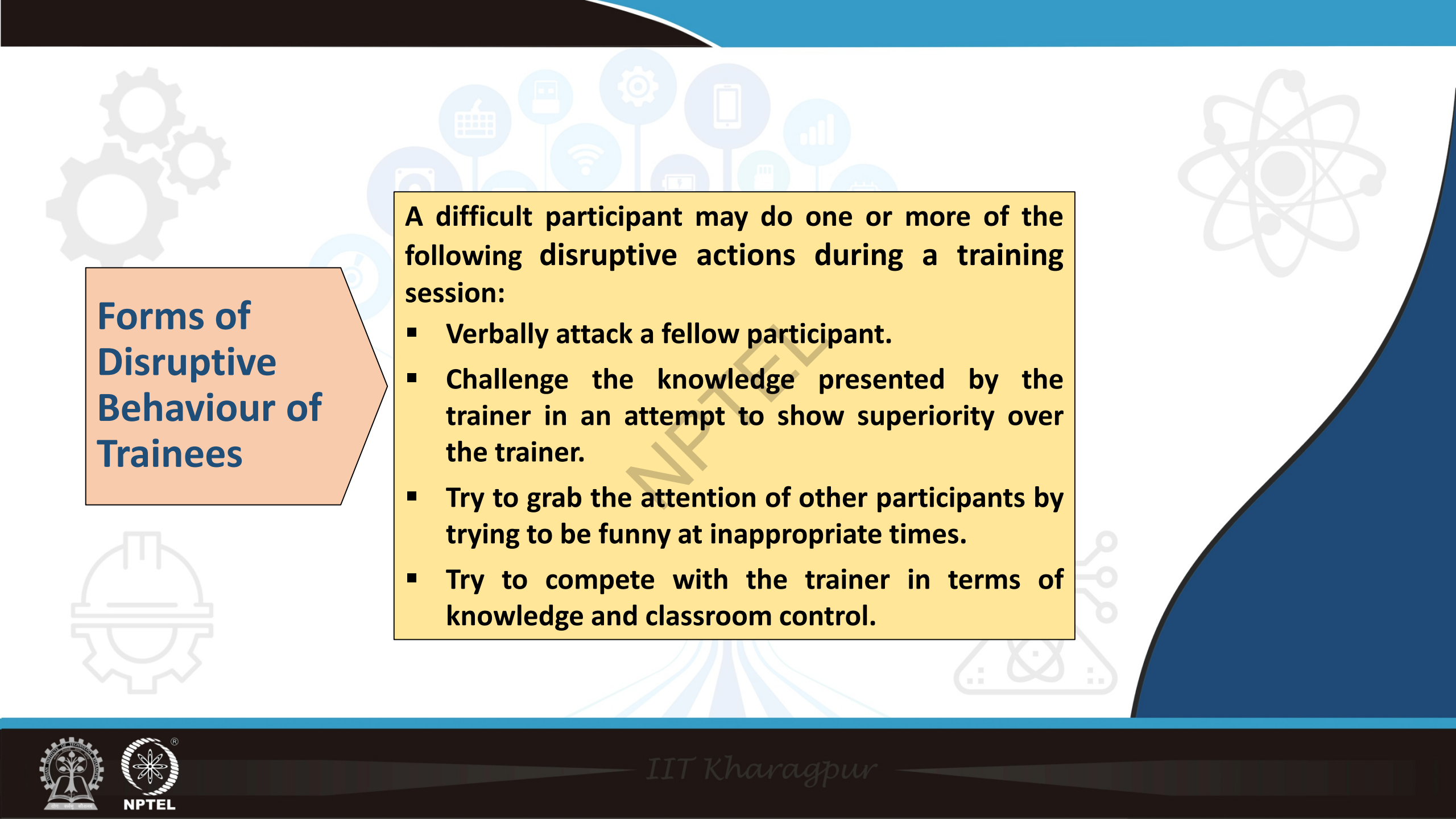
Methods of Dealing with Disruptive/ Dropout Trainees

■ Drop-outs

Find out activities for the trainees who disrupt, sleep through or constantly interrupt the training sessions to get them moving, engaged and energized.

In case all the measures discussed here have failed then, ask the disruptive trainees to leave the session as a last resort.





Forms of Disruptive Behaviour of Trainees

A difficult participant may do one or more of the following disruptive actions during a training session:

- Verbally attack a fellow participant.
- Challenge the knowledge presented by the trainer in an attempt to show superiority over the trainer.
- Try to grab the attention of other participants by trying to be funny at inappropriate times.
- Try to compete with the trainer in terms of knowledge and classroom control.

Dealing with Disruptive Behaviour of Trainees

Trainers may take at the outset to prevent disruptive behaviour in the following ways:

- Develop authentic trainer rapport.
- Encourage genuine peer rapport.
- Give the class control over the learning environment.
- Practice critical self-reflection.
- Treat everyone with respect

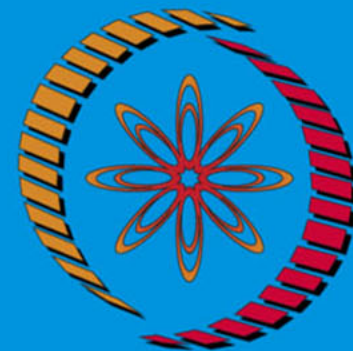


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CONCLUSION

This part of lecture session has given clear picture on dealing with disruptive trainees with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of disruptive trainees.



**THANK
YOU !**



NPTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

DR. SUSMITA MUKHOPADHYAY

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Module : 12

Lecture 05 : Managing Disruptive Trainees (Continued)



TRAINING AND DEVELOPMENT

This part of lecture session will be held
on managing disruptive trainees
through training.

(Laurel and Associates, Ltd. 2010

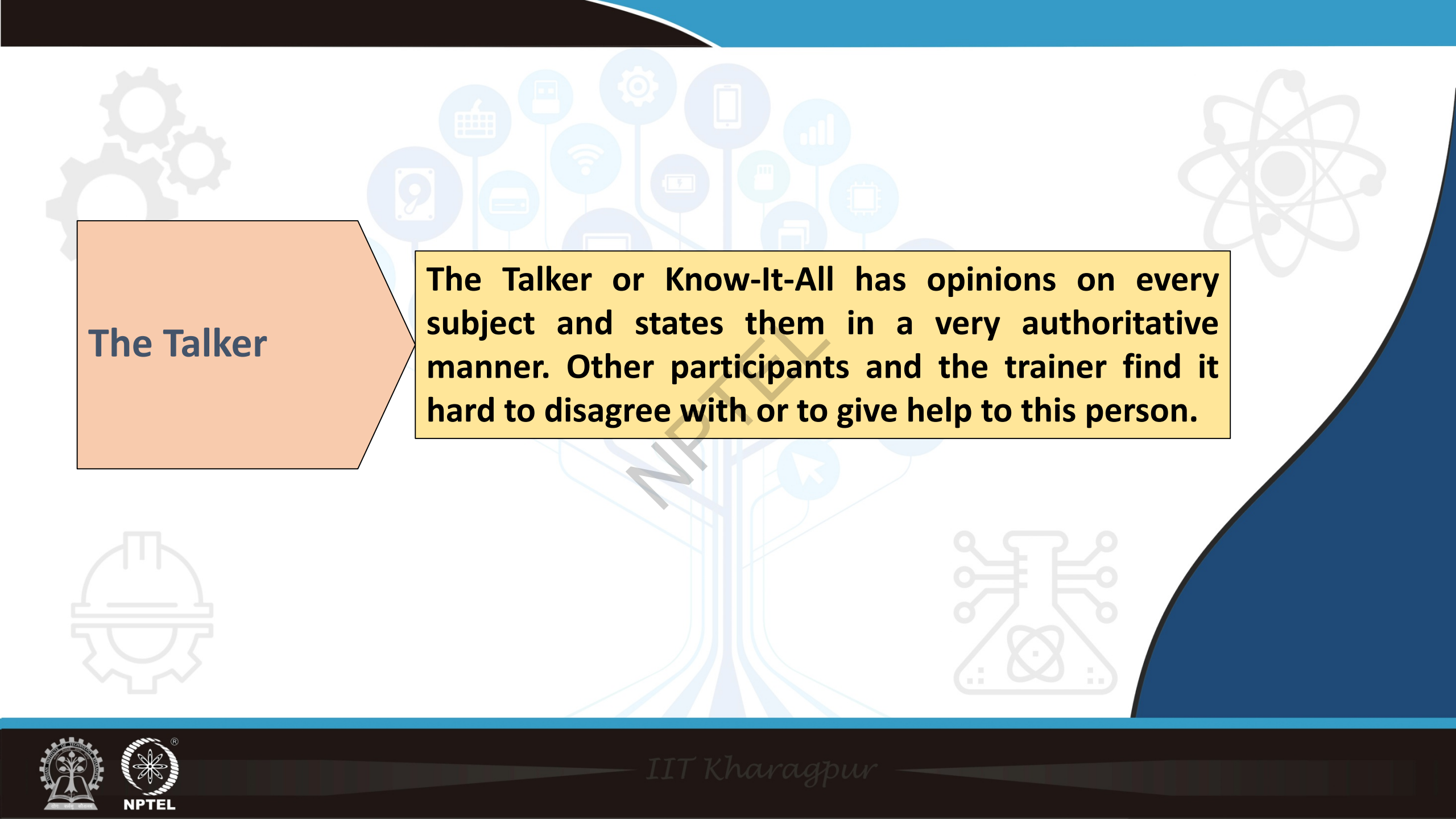
<http://www.laurelandassociates.com>)



How to Handle Difficult Participants

All trainers have to manage difficult participants at one time or another. Whether the difficult participant is a talker or know-it-all, a fighter or arguer, a quiet or withdrawn person, a complainer, an unconsciously incompetent person, a distracter, or a rambler, the trainer needs to know what to do and what not to do when handling the behavior, and how to avoid taking the behavior personally.





The Talker

The Talker or Know-It-All has opinions on every subject and states them in a very authoritative manner. Other participants and the trainer find it hard to disagree with or to give help to this person.

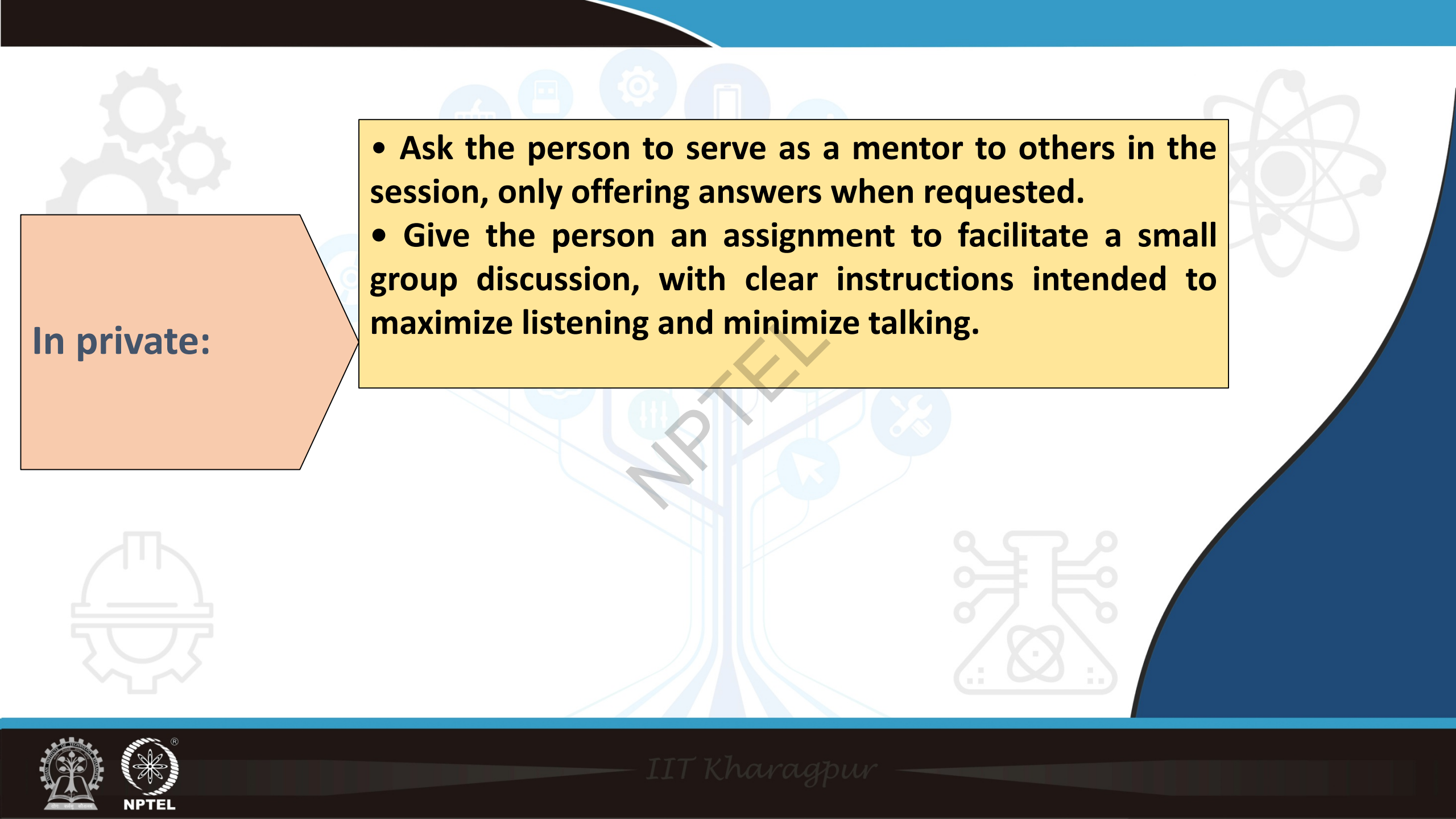
**What a Trainer
Can Do:
In front of the
group:**

Thank the person and move on to the next subject.

- **Ask others to comment on his remarks.**
- **Thank the person for his participation and indicate it is time to hear from others.**
- **Tactfully ask the person to give someone else a chance.**
- **Use humor to invite others to speak up.**
- **Deliberately turn to others and ask for their opinions.**
- **Cut across the person's flow of talk with a summarizing statement.**

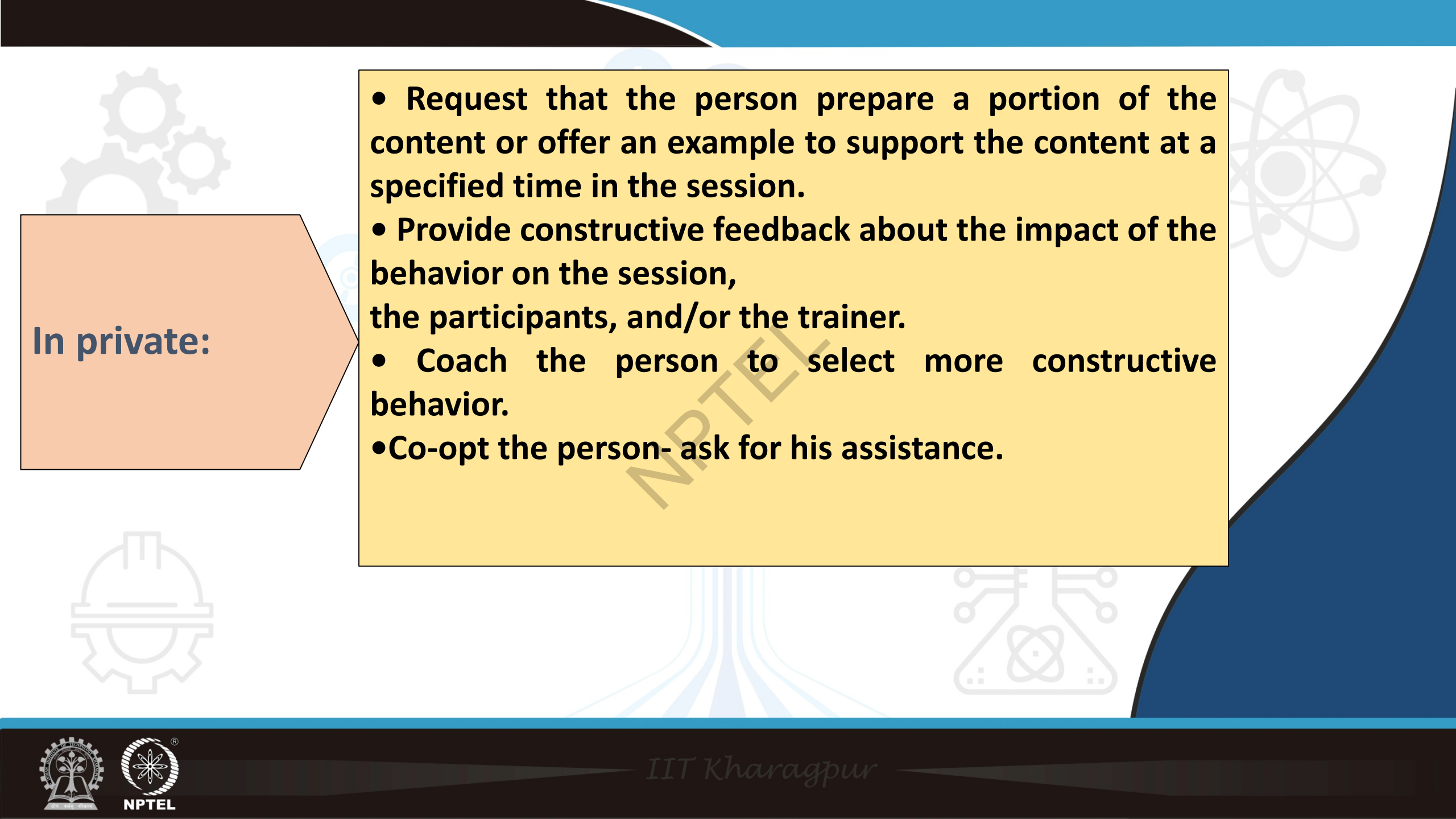
**What a Trainer
Can Do:
In front of the
group:**

- **Avoid looking at the person.**
- **Pretend you don't hear the person and call on someone else.**
- **Acknowledge the person's expertise or experience and ask permission to call on them for specific examples.**
- **Set rules: only the person who has the Koosh can speak, or there is a 2 minute limit per person, etc.**



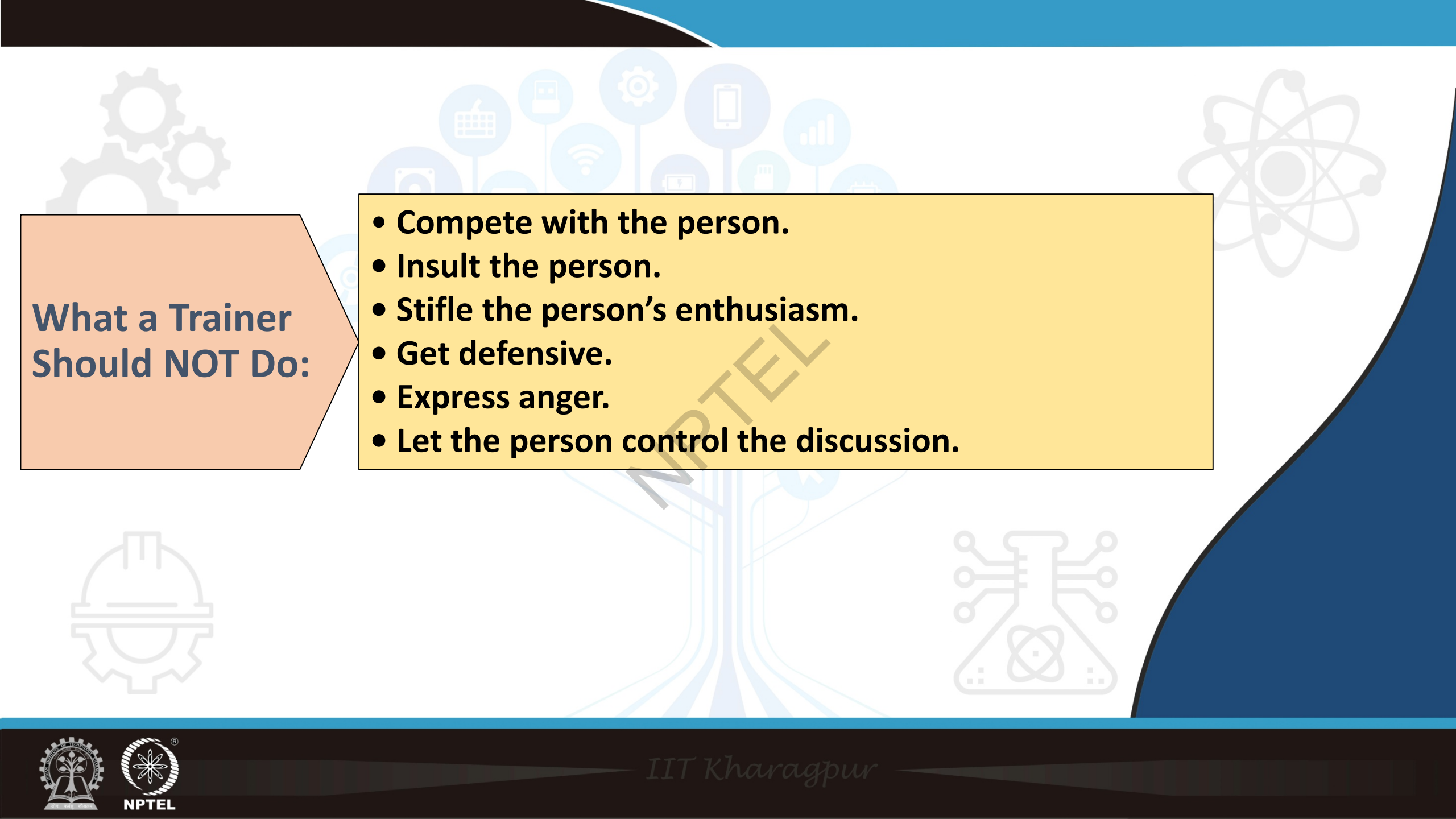
In private:

- Ask the person to serve as a mentor to others in the session, only offering answers when requested.
- Give the person an assignment to facilitate a small group discussion, with clear instructions intended to maximize listening and minimize talking.



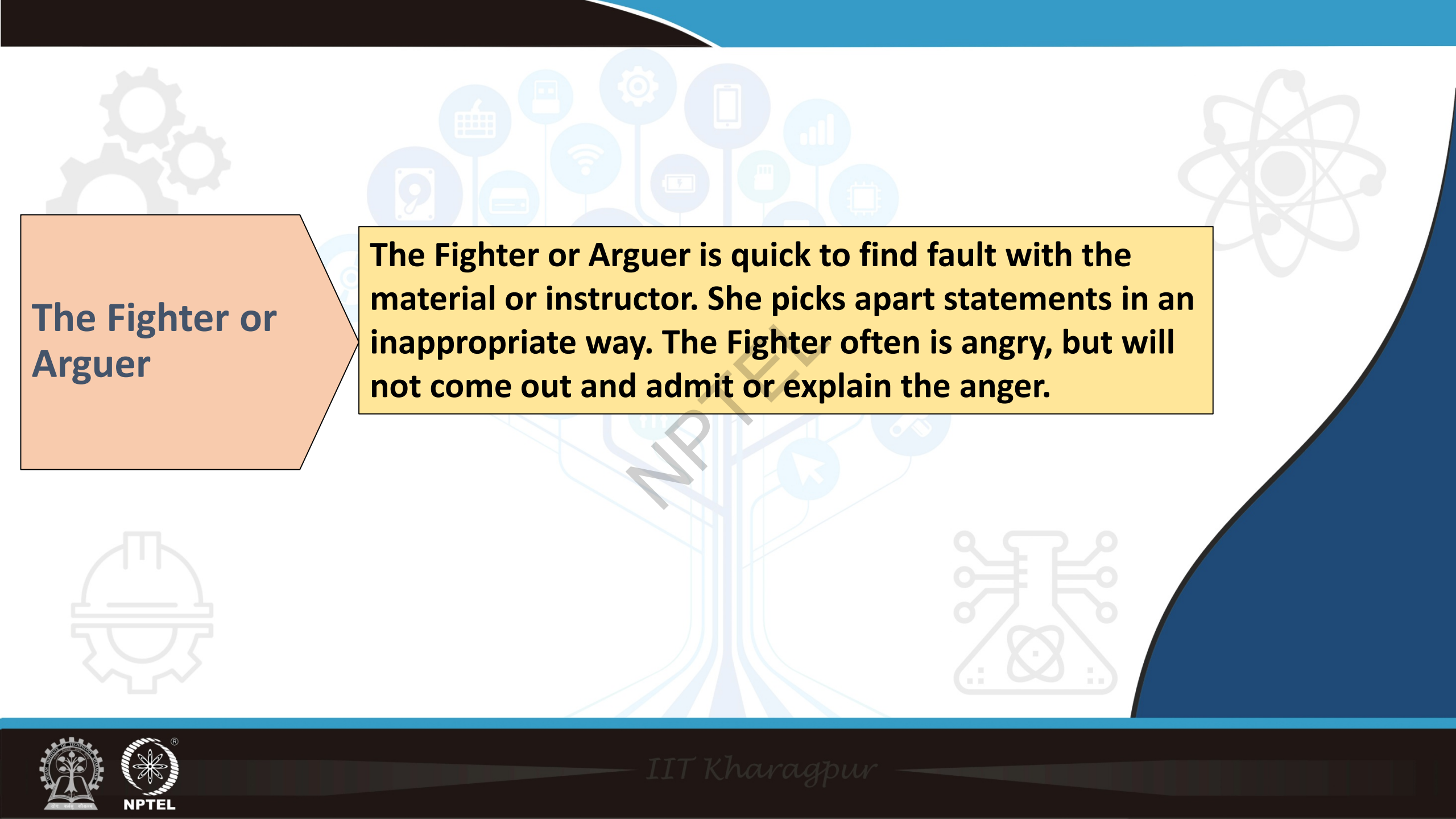
In private:

- Request that the person prepare a portion of the content or offer an example to support the content at a specified time in the session.
- Provide constructive feedback about the impact of the behavior on the session, the participants, and/or the trainer.
- Coach the person to select more constructive behavior.
- Co-opt the person- ask for his assistance.



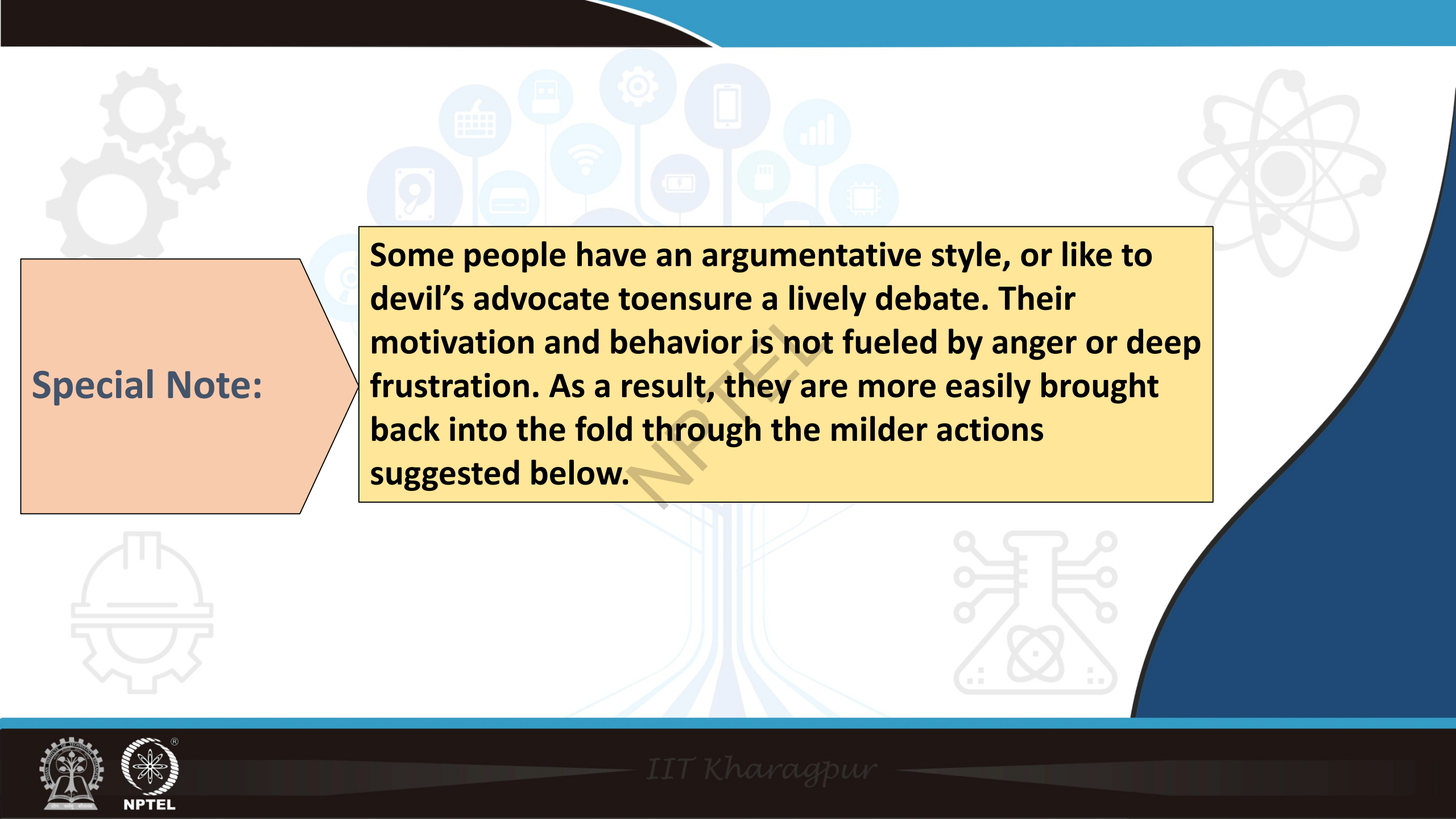
What a Trainer Should NOT Do:

- **Compete with the person.**
- **Insult the person.**
- **Stifle the person's enthusiasm.**
- **Get defensive.**
- **Express anger.**
- **Let the person control the discussion.**



The Fighter or Arguer

The Fighter or Arguer is quick to find fault with the material or instructor. She picks apart statements in an inappropriate way. The Fighter often is angry, but will not come out and admit or explain the anger.



Special Note:

Some people have an argumentative style, or like to devil's advocate to ensure a lively debate. Their motivation and behavior is not fueled by anger or deep frustration. As a result, they are more easily brought back into the fold through the milder actions suggested below.

**What a Trainer
Can Do:
In front of the
group:**

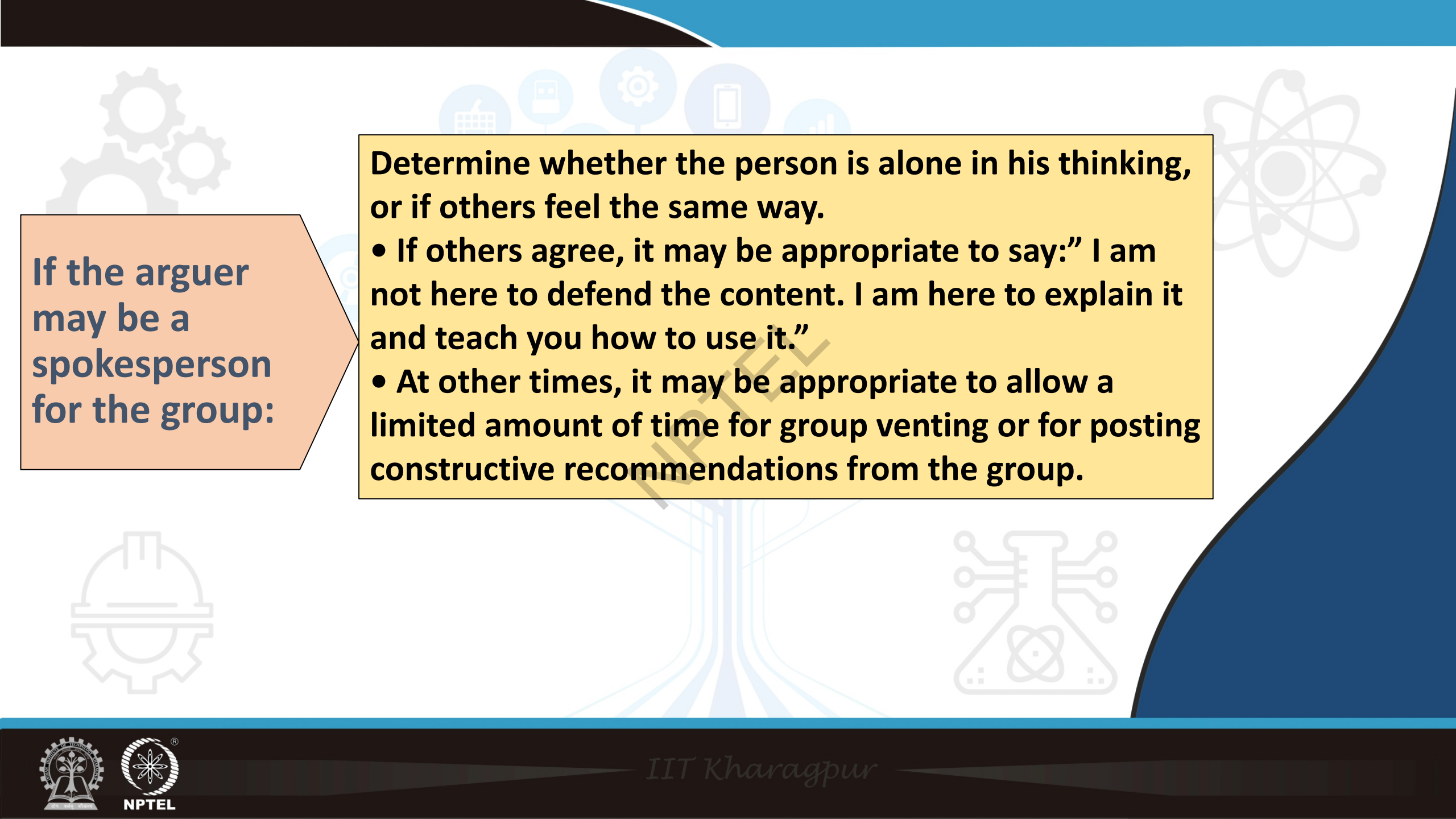
Keep your cool- you will never win the argument.

- **Acknowledge the level of passion and ask for the reason behind it.**
- **Request that the person back up assertions. Ask for evidence.**
- **Avoid getting personal.**
- **Refer the question to the group and then to him.**
- **Try to win this person over by finding some good reasons to agree with some points.**

**What a Trainer
Can Do:
In front of the
group:**

Pretend not to hear him.

- **Agree to disagree.**
- **If nothing else works, suggest that your differences be cleared up later.**
- **Use humor to invite others to speak up.**
- **Set rules: only the person who has the Koosh can speak, or there is a 2 minute limit per person, etc.**
- **Set rules: criticism is acceptable, as long as it is constructive and offers viable alternatives.**



**If the arguer
may be a
spokesperson
for the group:**

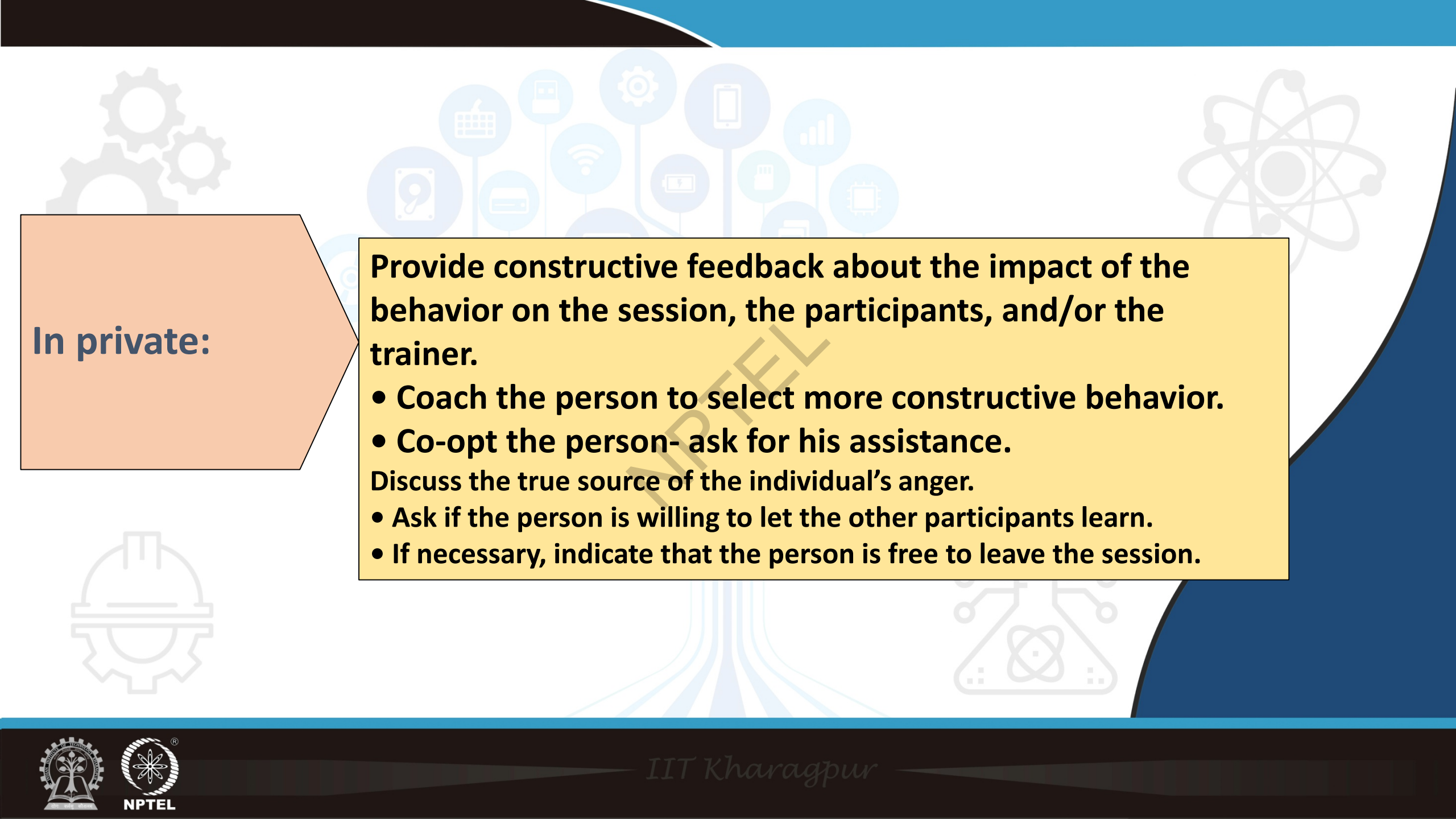
Determine whether the person is alone in his thinking, or if others feel the same way.

- **If others agree, it may be appropriate to say:” I am not here to defend the content. I am here to explain it and teach you how to use it.”**
- **At other times, it may be appropriate to allow a limited amount of time for group venting or for posting constructive recommendations from the group.**

**If it is a
personal attack:**

Ignore the attack.

- Reframe an attack on you as an attack on the problem.
- Reframe a personal attack as friendly.
- Reframe from past wrongs to future remedies.
- Reframe from "you" and "me" to "we."



In private:

Provide constructive feedback about the impact of the behavior on the session, the participants, and/or the trainer.

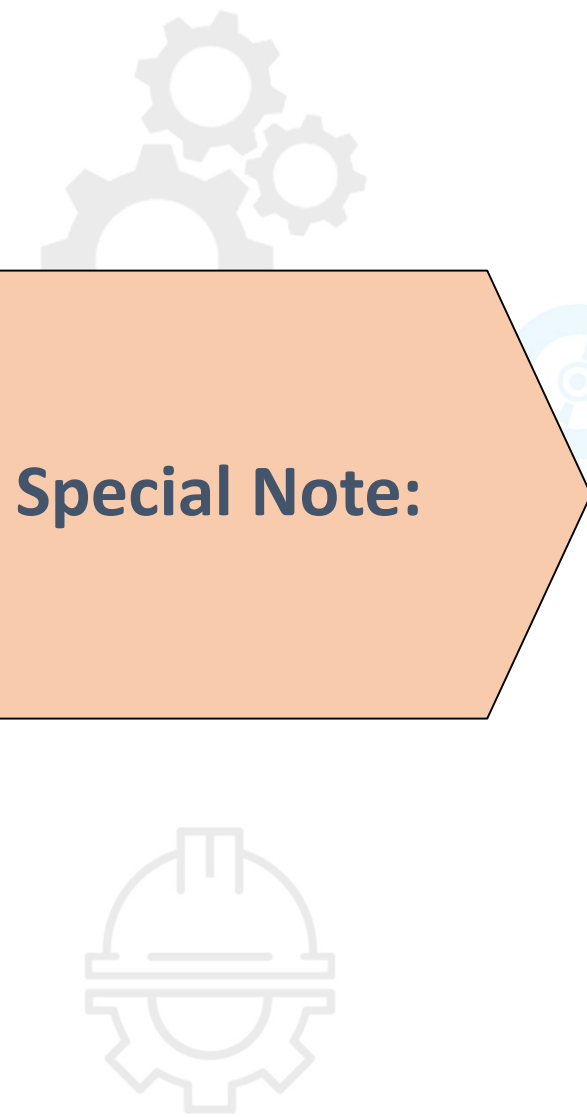
- **Coach the person to select more constructive behavior.**
- **Co-opt the person- ask for his assistance.**

Discuss the true source of the individual's anger.

- **Ask if the person is willing to let the other participants learn.**
- **If necessary, indicate that the person is free to leave the session.**

The Quiet One or Withdrawer:

The Quiet One or Withdrawer is non-participative and passive in the group. This individual does not make an effort to become part of the discussion. The Withdrawer can be shy, depressed, afraid, tired, or have a negative attitude towards the group, instructor, or the process.



Special Note:

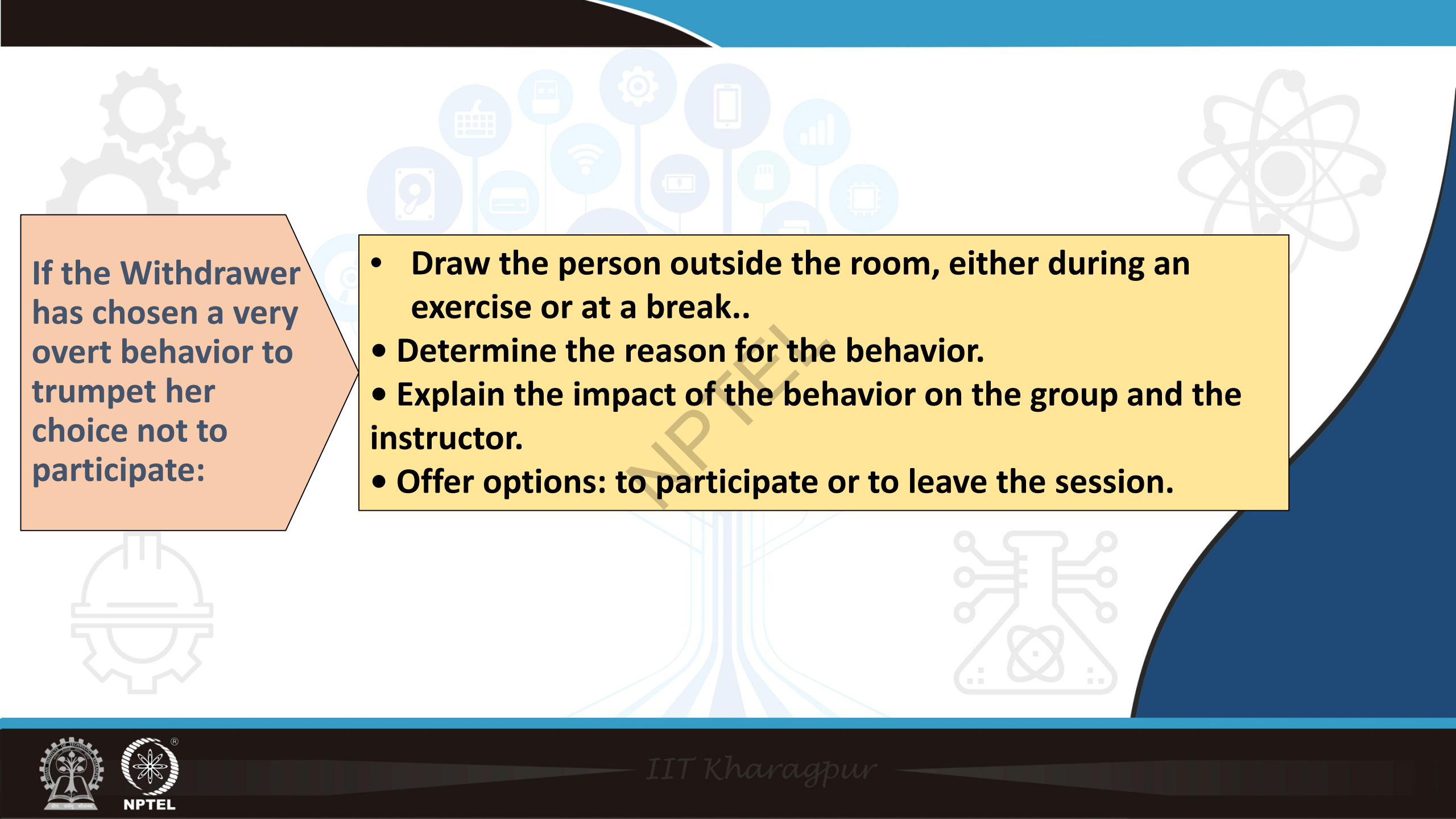
This behavior may be difficult for a trainer who is seeking interaction and response. However, the participant may not intend to be difficult. Some learners are very cerebral and deliberate. They need time to absorb and reflect on the content. Their method of actively participating may be by taking copious notes or listening very carefully. This person may be very shy and uncomfortable speaking up in large groups. There may be a political reason: higher level management may be in the room and the person may not feel comfortable speaking up in front of them. Then again, this may be passive/aggressive behavior intended to make a statement through lack of participation.

**What a Trainer
Can Do:
In front of the
group:**

- **Treat the participant with respect.**
- **Build in time at the beginning of each interactive exercise for participants to read and work independently before they begin their group discussions.**
- **Engage the participant by posing a question that directly relates to her situation or concern.**
- **Subtly incorporate the person into the group by using her name in hypothetical examples or stories.**

**What a Trainer
Can Do:
In front of the
group:**

- **Have participants pair off rather than working immediately in large or small groups. This will be more comfortable for the shy person.**
- **Always offer observer roles as options for role plays, games, or simulations.**
- **Call this individual by name and ask for an opinion.**
 - **Ask an easy question that she is sure to answer well, then praise her.**
- **Draw this person out.**

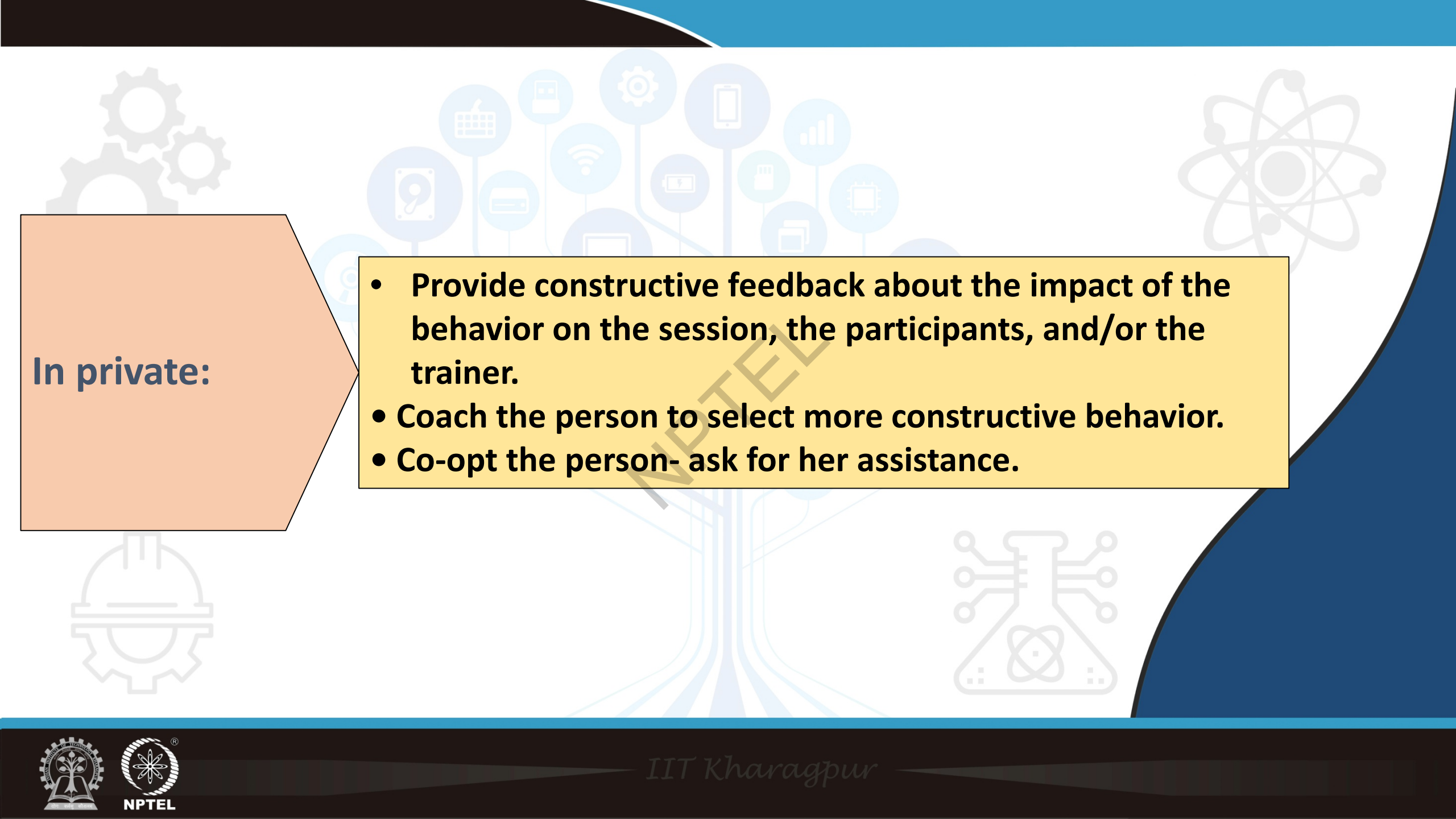


If the Withdrawer has chosen a very overt behavior to trumpet her choice not to participate:

- **Draw the person outside the room, either during an exercise or at a break..**
- **Determine the reason for the behavior.**
- **Explain the impact of the behavior on the group and the instructor.**
- **Offer options: to participate or to leave the session.**

In private:

- During a break, ask the person whether the training is meeting her needs, or simply engage in small talk. Sometimes, that personal interaction will create sufficient comfort for the person to begin speaking up in class.
- Get permission from the individual to relate a story or example that she told you that is relevant to the training content.
- Name the behavior and ask if there is anything that you can do differently so that the participant will feel more comfortable speaking up.



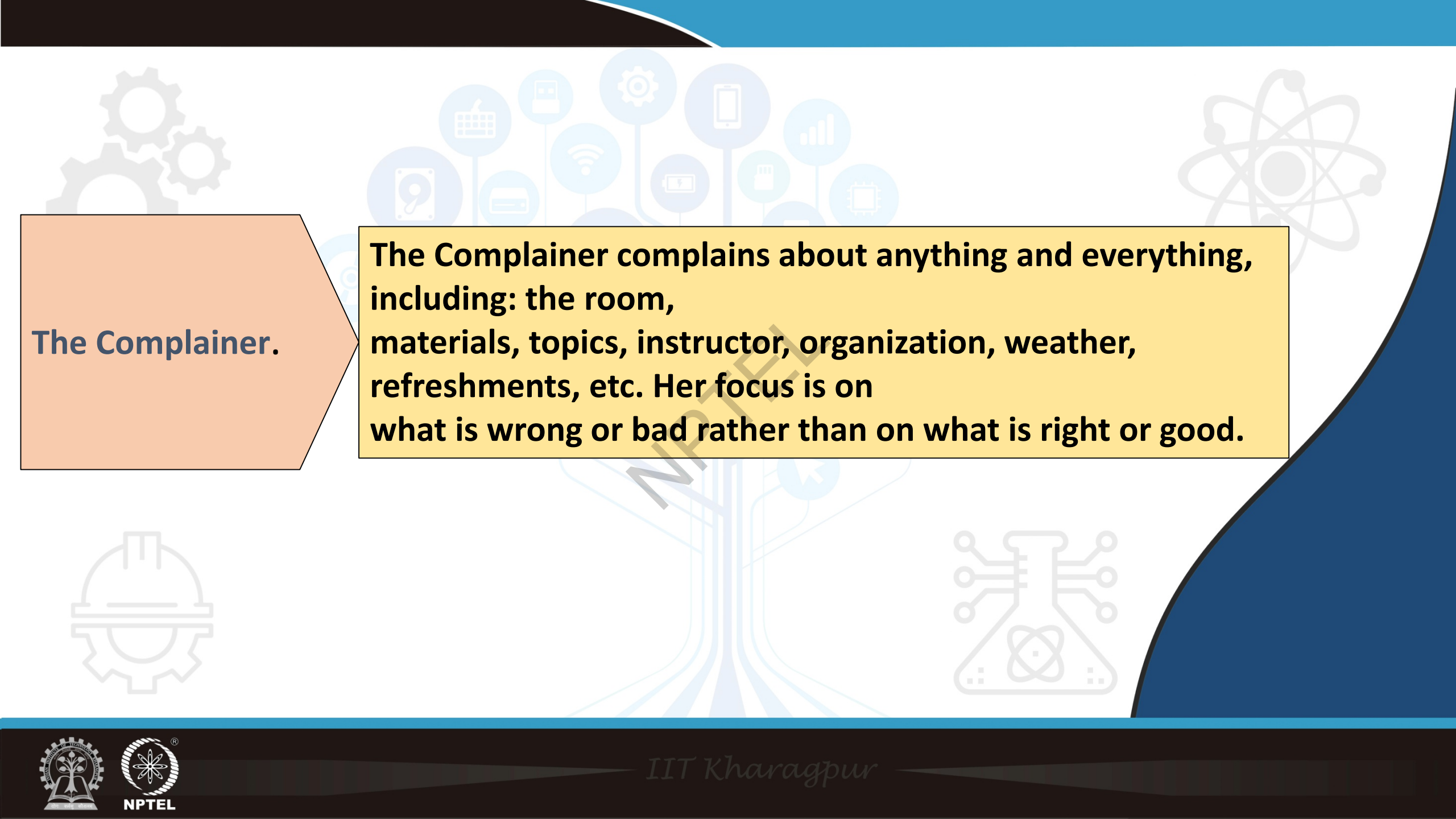
In private:

- **Provide constructive feedback about the impact of the behavior on the session, the participants, and/or the trainer.**
- **Coach the person to select more constructive behavior.**
- **Co-opt the person- ask for her assistance.**

What a Trainer Should NOT Do:

Jump to the conclusion that the participant is choosing to be difficult.

- Interpret the participant's lack of verbal response as an indication of lack of interest.
- Get defensive.
- Focus all of his attention on trying to engage the quiet one.
- Ignore the participant.



The Complainer.

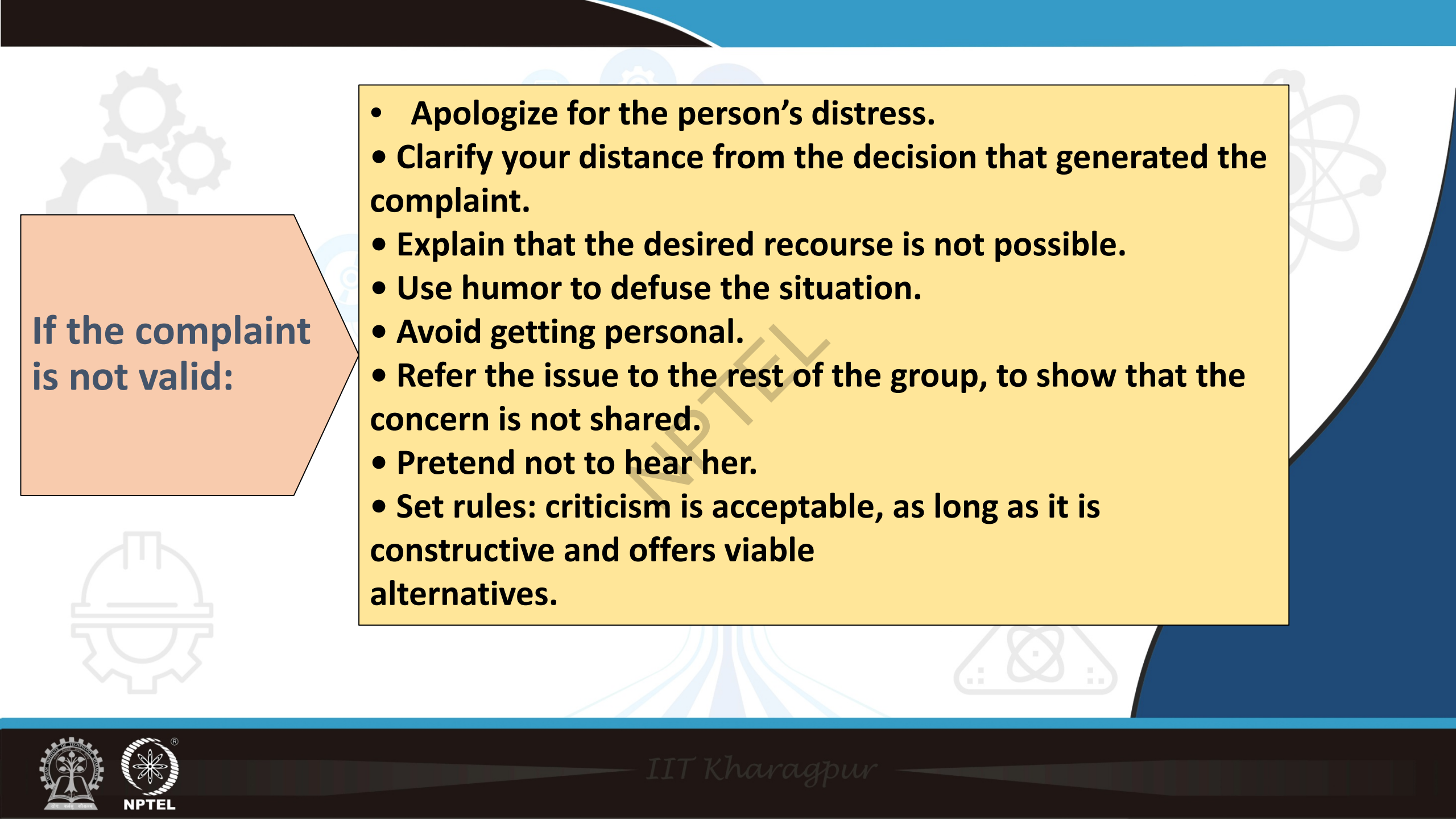
The Complainer complains about anything and everything, including: the room, materials, topics, instructor, organization, weather, refreshments, etc. Her focus is on what is wrong or bad rather than on what is right or good.

**What a Trainer
Can Do:
In front of the
group:
If the complaint
is valid:**

Acknowledge the validity of the complaint;

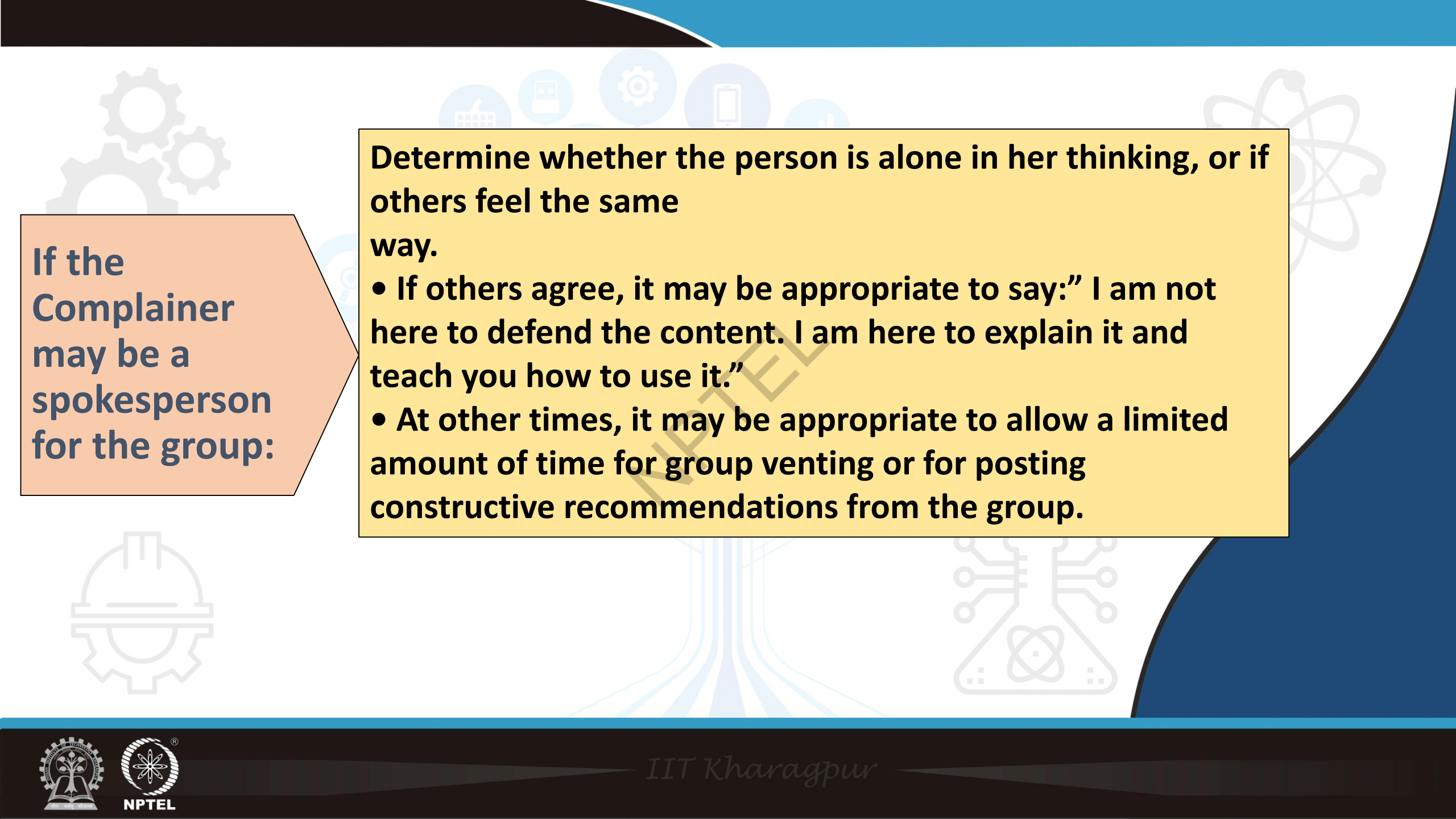
- **Apologize for the inconvenience;**
- **Determine the desired remedy;**
- **Indicate what will be done to address it (if anything can be done);**
- **Identify the time necessary to implement the resolution;**
- **Thank the person for bringing up the issue;**
- **Initiate action to resolve the issue; and**
- **Move on.**





**If the complaint
is not valid:**

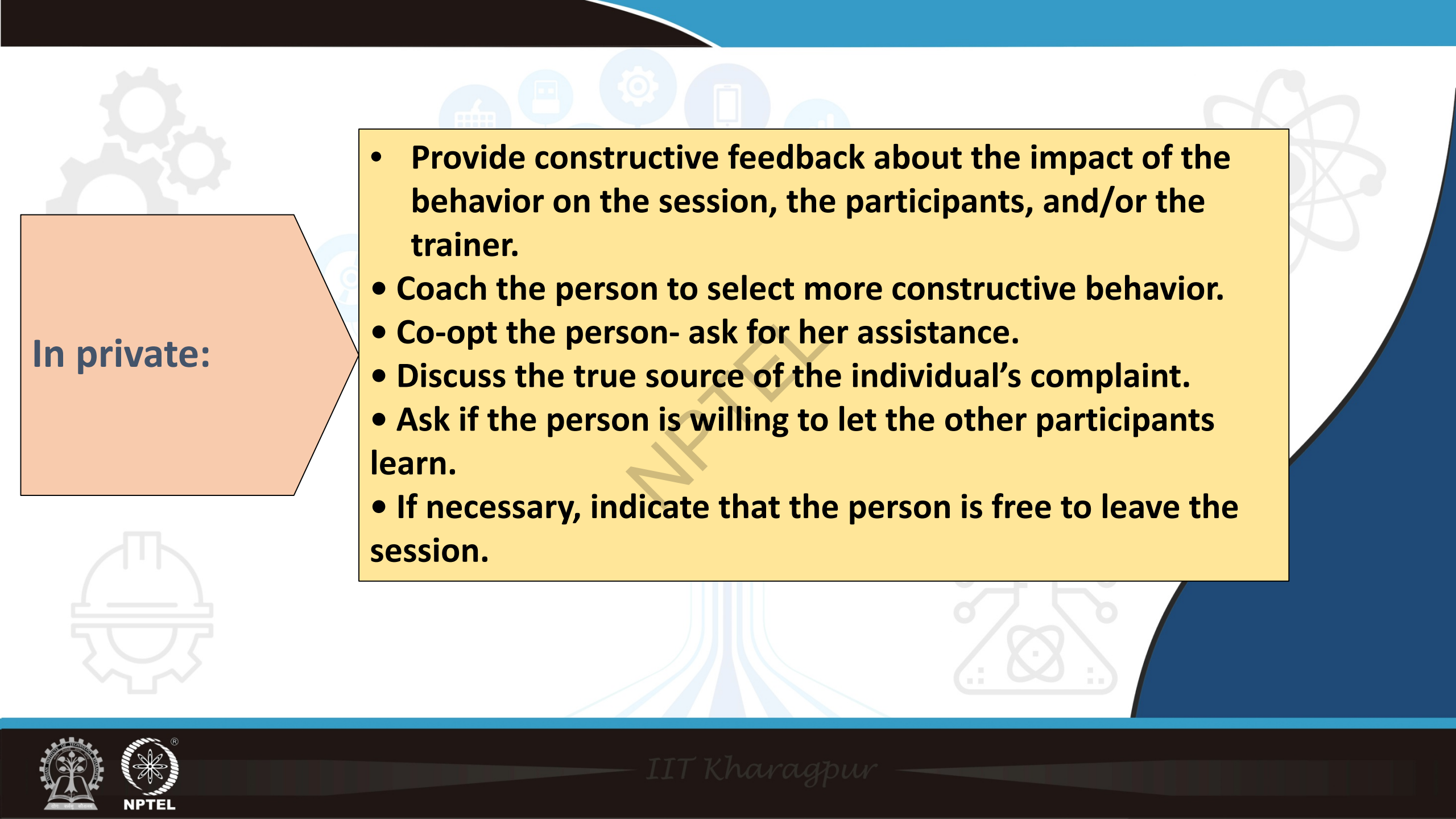
- Apologize for the person's distress.
- Clarify your distance from the decision that generated the complaint.
- Explain that the desired recourse is not possible.
- Use humor to defuse the situation.
- Avoid getting personal.
- Refer the issue to the rest of the group, to show that the concern is not shared.
- Pretend not to hear her.
- Set rules: criticism is acceptable, as long as it is constructive and offers viable alternatives.



If the Complainer may be a spokesperson for the group:

Determine whether the person is alone in her thinking, or if others feel the same way.

- **If others agree, it may be appropriate to say:” I am not here to defend the content. I am here to explain it and teach you how to use it.”**
- **At other times, it may be appropriate to allow a limited amount of time for group venting or for posting constructive recommendations from the group.**



In private:

- **Provide constructive feedback about the impact of the behavior on the session, the participants, and/or the trainer.**
- **Coach the person to select more constructive behavior.**
- **Co-opt the person- ask for her assistance.**
- **Discuss the true source of the individual's complaint.**
- **Ask if the person is willing to let the other participants learn.**
- **If necessary, indicate that the person is free to leave the session.**

**What a Trainer
Should NOT Do:**

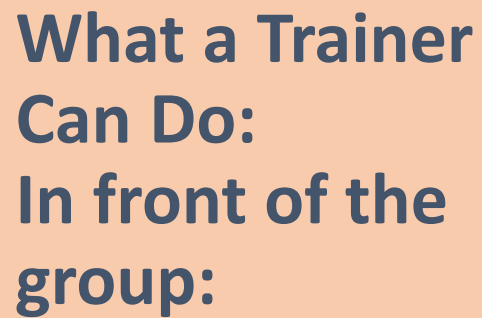
Argue with the person.

- **Insult the person.**
- **Get defensive.**
- **Express anger.**
- **Let the person control the discussion.**
- **Agree with the complainer just to end the argument, if that will mislead other participants.**

The Unconsciously Incompetent

The Unconsciously Competent person thinks that he already has the correct knowledge, skills, and ability, when in truth he doesn't. This person complains that attending the training session is a waste of time. He doesn't feel the need to participate, since he is so certain he already knows everything.





What a Trainer Can Do: In front of the group:

In the introduction, mention that the collective expertise in the room far exceeds your own- and request their input and assistance so that everyone can learn what they need to learn. Also mention that you appreciate that some folks may feel the training is unnecessary. However, someone other than yourself decided that everyone should attend so they could have the same knowledge and vocabulary. If anyone is feeling stressed about having to attend, invite that person to consider it an opportunity to become more conscious of what he is doing correctly. At the very least, suggest that they consider it a time to relax, be entertained, and get to know each other better.

**What a Trainer
Can Do:
In front of the
group:**

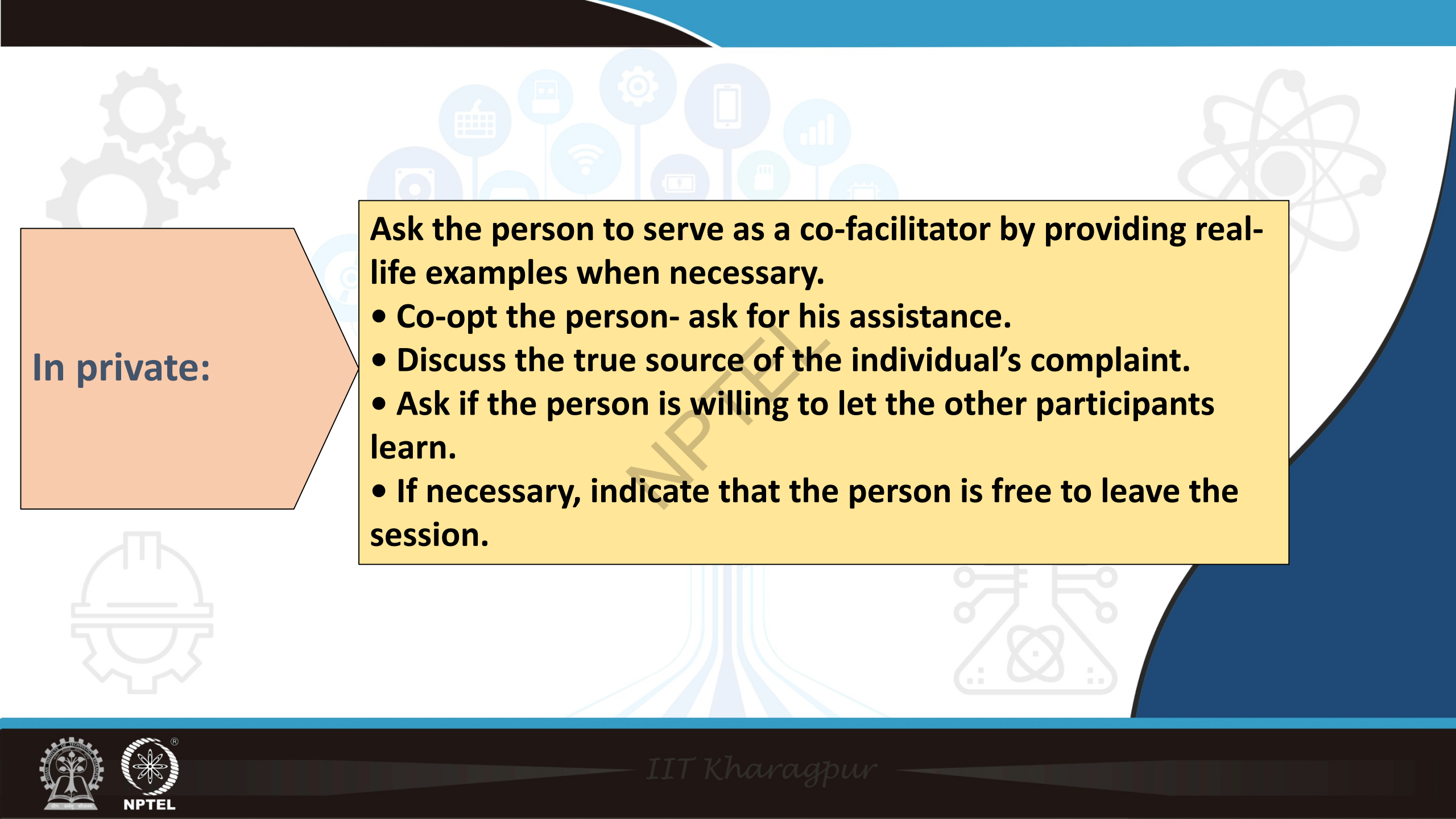
Begin with a focus question that will determine the extent of all of the participants' knowledge of the topic. Split the participants into two groups to brainstorm and post their answers on flip charts. This will not put the unconsciously incompetent person on the spot, but will make clear to all participants what they know and do not know when the trainer adds in information.

**What a Trainer
Can Do:
In front of the
group:**

Follow this with a questionnaire that asks questions regarding all of the key points to be covered. First, have all participants complete the questionnaire independently. Then have them discuss their answers within the small table groups. Tell them they can change their answers, but they need to be able to report out the correct answer and the rationale for the answer. Debrief the answers to the questionnaire, calling on individuals in the group. If they get the incorrect answer, they can always blame their small groups.

**What a Trainer
Can Do:
In front of the
group:**

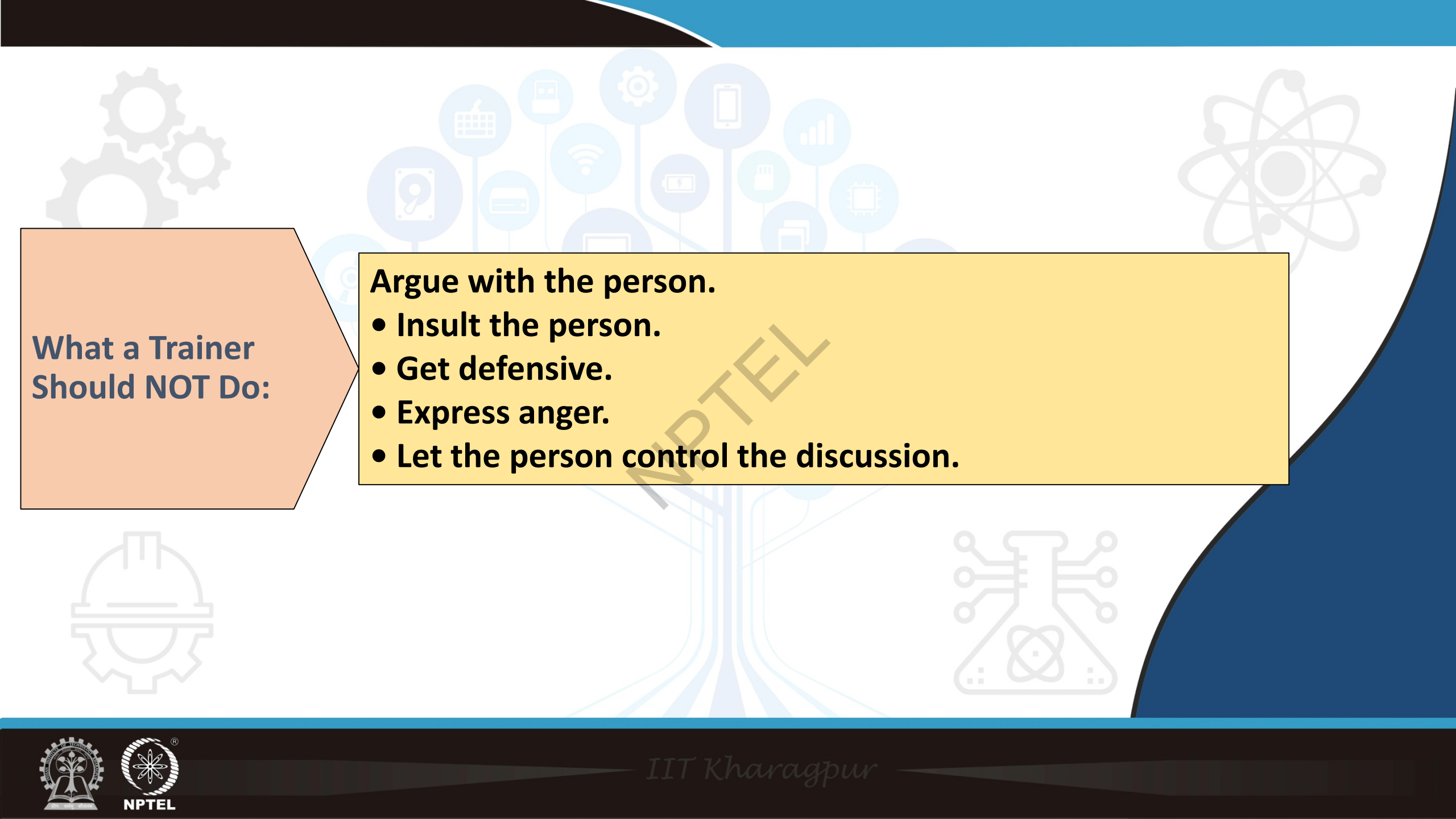
This adds humor and provides a safe way for individuals to save face if they do not have the correct answer. Presumably, the unconsciously incompetent person will have a wake up call- either because the small group convinces the person to change his answer. Or, if the unconsciously incompetent person was persuasive in his group, the fact that the reported answer is incorrect should make an impression on the person.



In private:

Ask the person to serve as a co-facilitator by providing real-life examples when necessary.

- **Co-opt the person- ask for his assistance.**
- **Discuss the true source of the individual's complaint.**
- **Ask if the person is willing to let the other participants learn.**
- **If necessary, indicate that the person is free to leave the session.**



**What a Trainer
Should NOT Do:**

Argue with the person.

- **Insult the person.**
- **Get defensive.**
- **Express anger.**
- **Let the person control the discussion.**

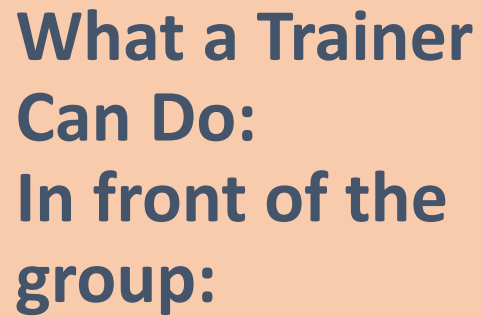
The Distractor.

The Distractor asks questions or raises issues that are not related to the topic which is being discussed. She talks on the side about unrelated things while the group is trying to work. The Distractor jumps into the discussion without raising a hand or using other courtesies for obtaining permission to speak.

**What a Trainer
Can Do:
In front of the
group:**

Conduct a large group discussion to create ground rules for basic classroom courtesies.

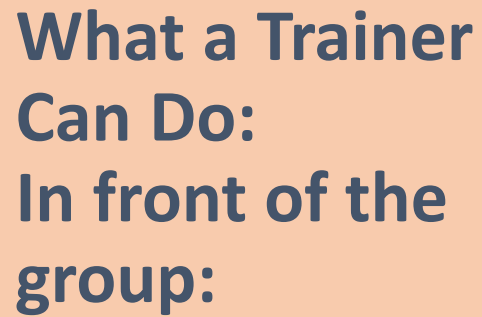
- **Use a Koosh ball to recognize speakers. In this way, only the person with the Koosh has permission to speak.**
- **Post a process map of the agenda on the wall as a continual visual reminder of the topics to be covered.**
- **Provide Post-Its on the participant tables and encourage participants to post their questions on a flip chart “parking lot.”**



What a Trainer Can Do: In front of the group:

Clearly introduce each topic and close the discussion on each topic.

- **Quietly monitor small group activities so that you can intervene where necessary.**
- **Move close to the distracter who is speaking while others are working, to use physical proximity to prompt her to stop talking.**
- **Make an assignment that will distract the distracter and ultimately provide the attention she is seeking in a more controlled and acceptable fashion.**
- **Briefly acknowledge the distracter and indicate who actually has the floor to speak.**



What a Trainer Can Do: In front of the group:

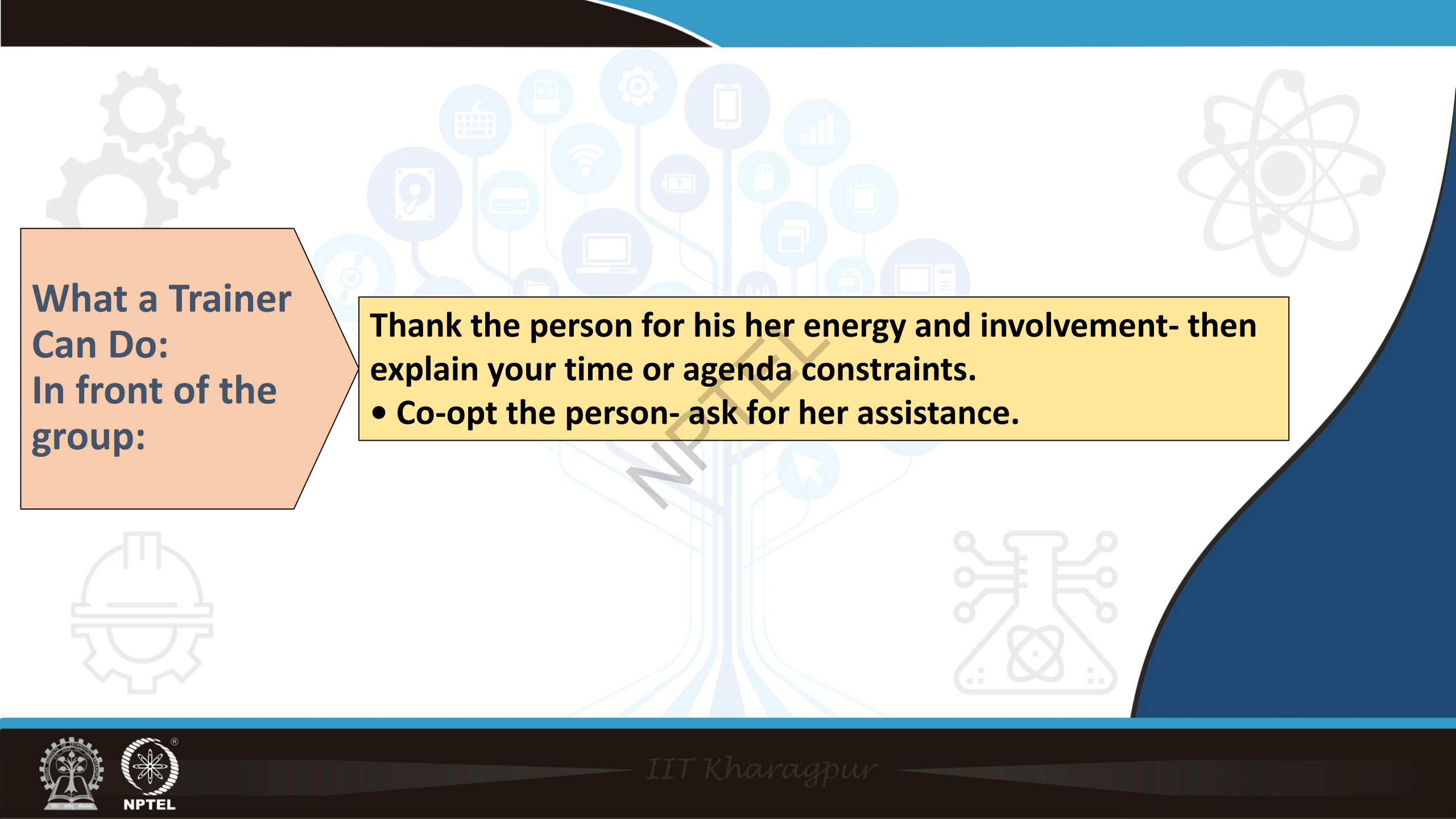
Clearly introduce each topic and close the discussion on each topic.

- **Quietly monitor small group activities so that you can intervene where necessary.**
- **Move close to the distracter who is speaking while others are working, to use physical proximity to prompt her to stop talking.**
- **Make an assignment that will distract the distracter and ultimately provide the attention she is seeking in a more controlled and acceptable fashion.**
- **Briefly acknowledge the distracter and indicate who actually has the floor to speak.**

**What a Trainer
Can Do:
In front of the
group:**

Say “Thank you, but let’s see what others have to say, now.”

- **Stand beside her.**
- **Put her in charge of an activity.**
- **Try comments such as, "Interesting, but could you hold it until later?"**
- **"I'd like to discuss that, but we really have to get back to our topic."**
- **If the distracter is conducting a side conversation while someone else has been recognized to speak, make a general statement: “Could I ask everyone to give their attention to [the speaker]? Thank you.” or “I’m not sure that everyone can hear what [the speaker] is saying. “**
- **If you are able to create a friendly relationship with the distracter, use gentle humor to rein the person in.**

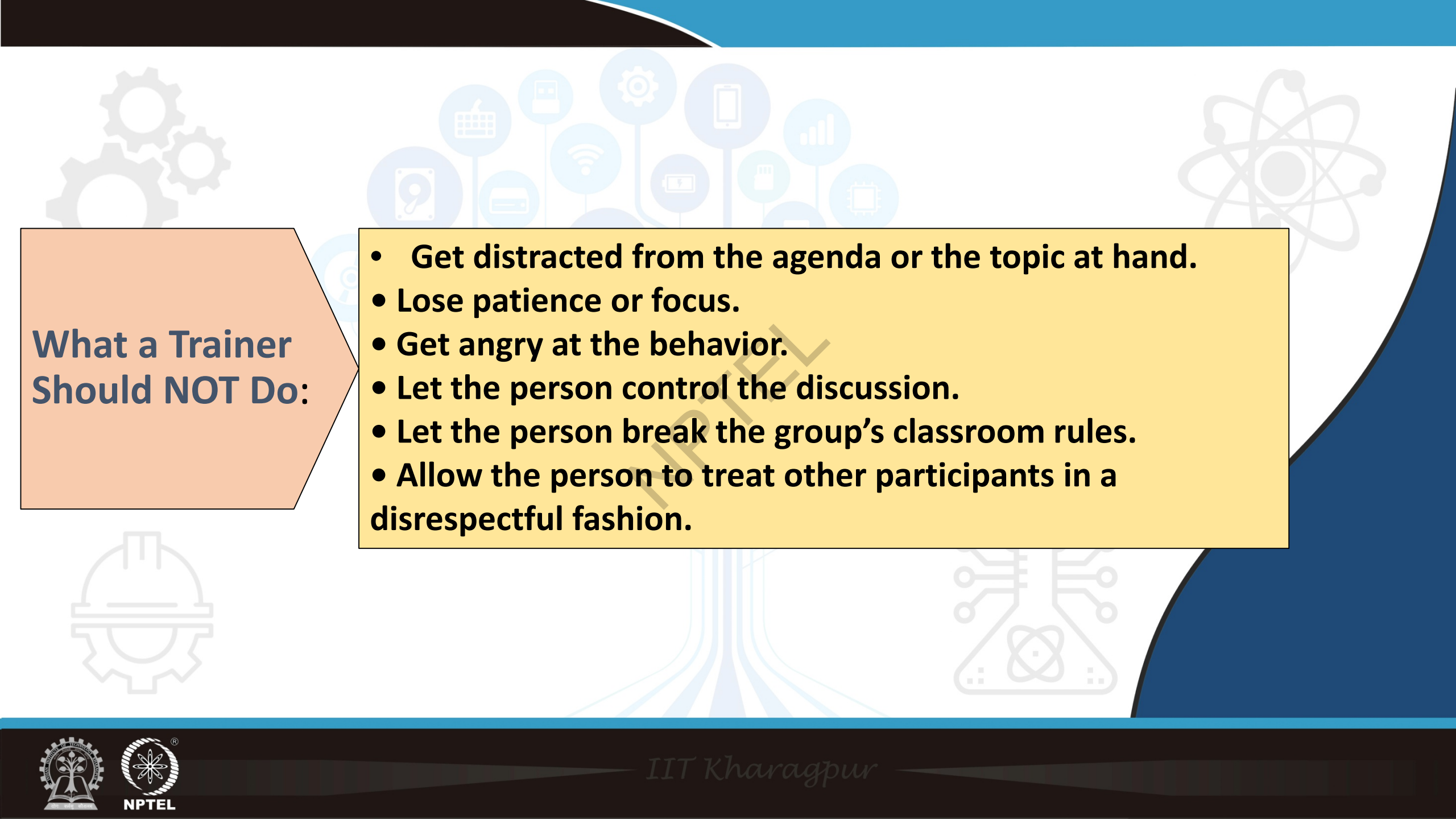


**What a Trainer
Can Do:
In front of the
group:**

Thank the person for his her energy and involvement- then explain your time or agenda constraints.

- **Co-opt the person- ask for her assistance.**





What a Trainer Should NOT Do:

- Get distracted from the agenda or the topic at hand.
- Lose patience or focus.
- Get angry at the behavior.
- Let the person control the discussion.
- Let the person break the group's classroom rules.
- Allow the person to treat other participants in a disrespectful fashion.

The Rambler

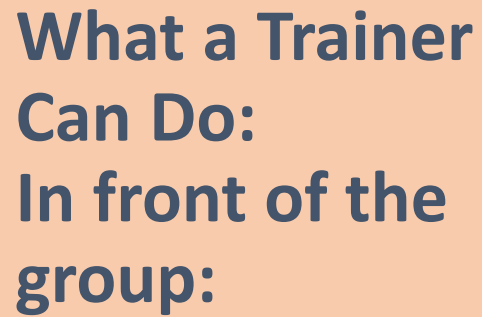
The Rambler has difficulty making simple, concise statements. He makes grandiose theories or complicates simple ideas with tangential ideas. The Rambler often confuses most or all of the rest of the group with his statements.



**What a Trainer
Can Do:
In front of the
group:**

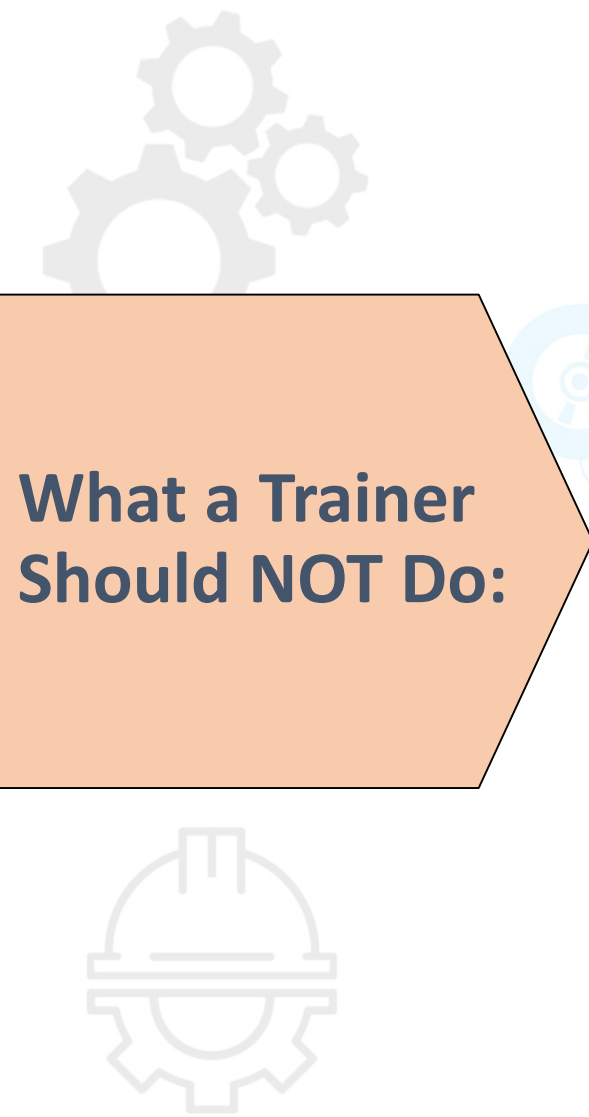
Summarize and recap the content points that were covered prior to the person's statement.

- **Try to distill the key points from the person's statement.**
- **When this individual stops for breath, express your thanks.**



What a Trainer Can Do: In front of the group:

- **Ask clarifying questions.**
- **Set time limits for comments (as part of the original ground rules or to ensure that the agenda can be covered).**
- **Diplomatically interrupt to refocus the person on the content.**
- **When the person pauses for a breath, ask which part of the question he is discussing.**
- **Say “Thank you, but let’s see what others have to say, now.”**
- **Use gentle humor to refocus the person.**
- **Listen carefully to find the relevant points that are made.**
- **See if the person is willing to defer discussion of his question to a break, or while others are preparing for an activity.**



What a Trainer Should NOT Do:

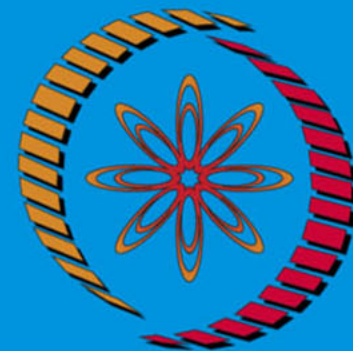
- Show impatience.
- Interrupt rudely.
- Refuse to acknowledge the person's desire to speak.
- Make disparaging statements.
- Allow the person's monologue to confuse the group.
- Engage in lengthy discussion of the tangent raised by the person.
- Label the person in front of the group or in private to other participants.
- Become busy and focus on other things rather than listening to the person.

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CONCLUSION

This part of lecture session has given clear picture on dealing with disruptive trainees with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of disruptive trainees.



**THANK
YOU !**



NPTTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

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Module : 12

Lecture 06 : Managing Disruption in Organizations Through Training



TRAINING AND DEVELOPMENT

This part of lecture session will be held on managing disruption in organizations through training.

Disruption in Organization

Disruption in organization occurs because of innovation in industries, change in the company's structure, or transformation in organization models. These fundamental changes disrupt the way an organization operates business.

Organizations now feel that they are always undergoing change and this has brought a new culture where change is not meant for coping but to thrive.



Factors Affecting Organizational Disruption

➤ Resources:

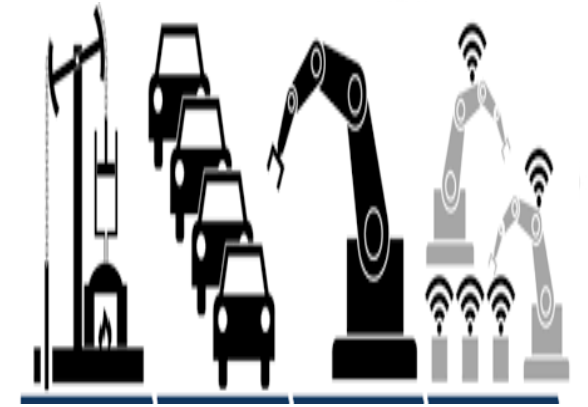
When a company has to undergo any change the biggest question that is posed to the decision-makers is about resources including people, technologies, structure, finance and applications. The better access to resources the easier it will become to manage disruptive changes.



Factors Affecting Organizational Disruption

➤ Challenges :

Once the organization is aware of the challenges associated with sudden change, it can allocate resources effectively and with that, it will not only cope but will thrive. In any organization if it is not being able to manage any unexpected change could push it out of the business and disruption has become a common practice of this day.



Factors Affecting Organizational Disruption

➤ Processes :

There are business processes be it formal or informal. The type of business processes in place includes interaction, coordination, communication and decision making for employees. It is important that how effectively the organization is coping with such change using the defined processes determines the success of a business.



Factors Affecting Organizational Disruption

➤ Value :

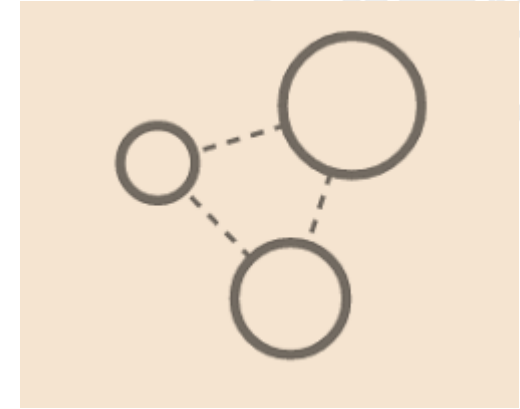
Value is attached with the business operation, growth of the organization and achieving successful model become important for business leaders to take care and nurture. Organizational value is a standard that consists of priorities of the employees, investors and customers. It is not limited to corporate value but it goes beyond that.



Factors Affecting Organizational Disruption

➤ Environment :

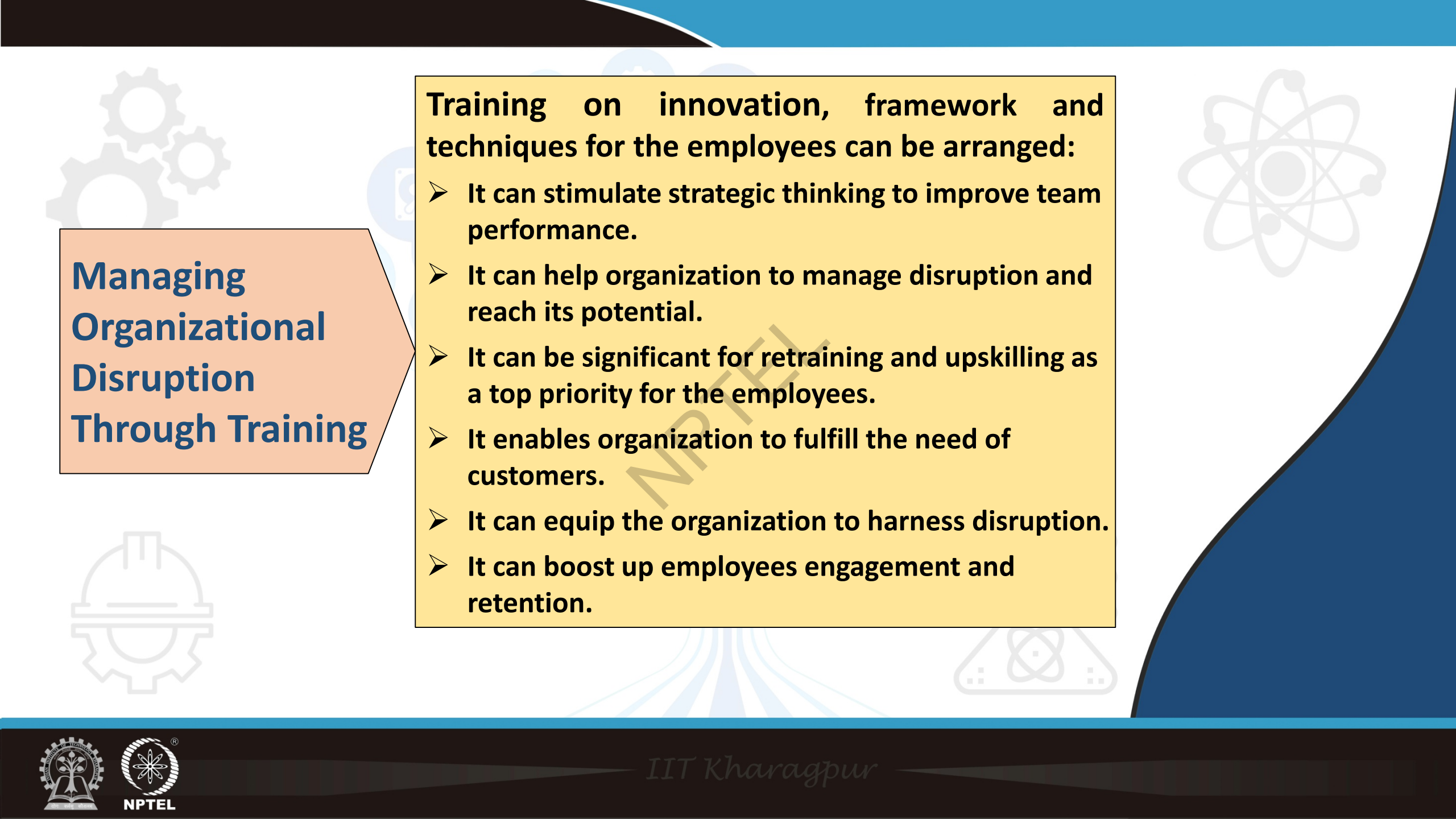
The COVID 19 pandemic has taught us about the abrupt change in business environment. Business leaders are facing the disruption with a spirit of reinvention to accelerate digital transformation, establishing variable cost structure and implementing agile operations.



Ways to Manage Organizational Disruption

- Support each other including managers.
- Embrace real feedback to manage.
- Build resilience ritual to organization culture.
- Re-evaluation of the business work.
- Support employees and stakeholders suffering loss.
- Create way out to meet and address disruption.
- Accelerating digital change complexity vital for learning organizations.
- Training employees to be accustomed to the culture of change.

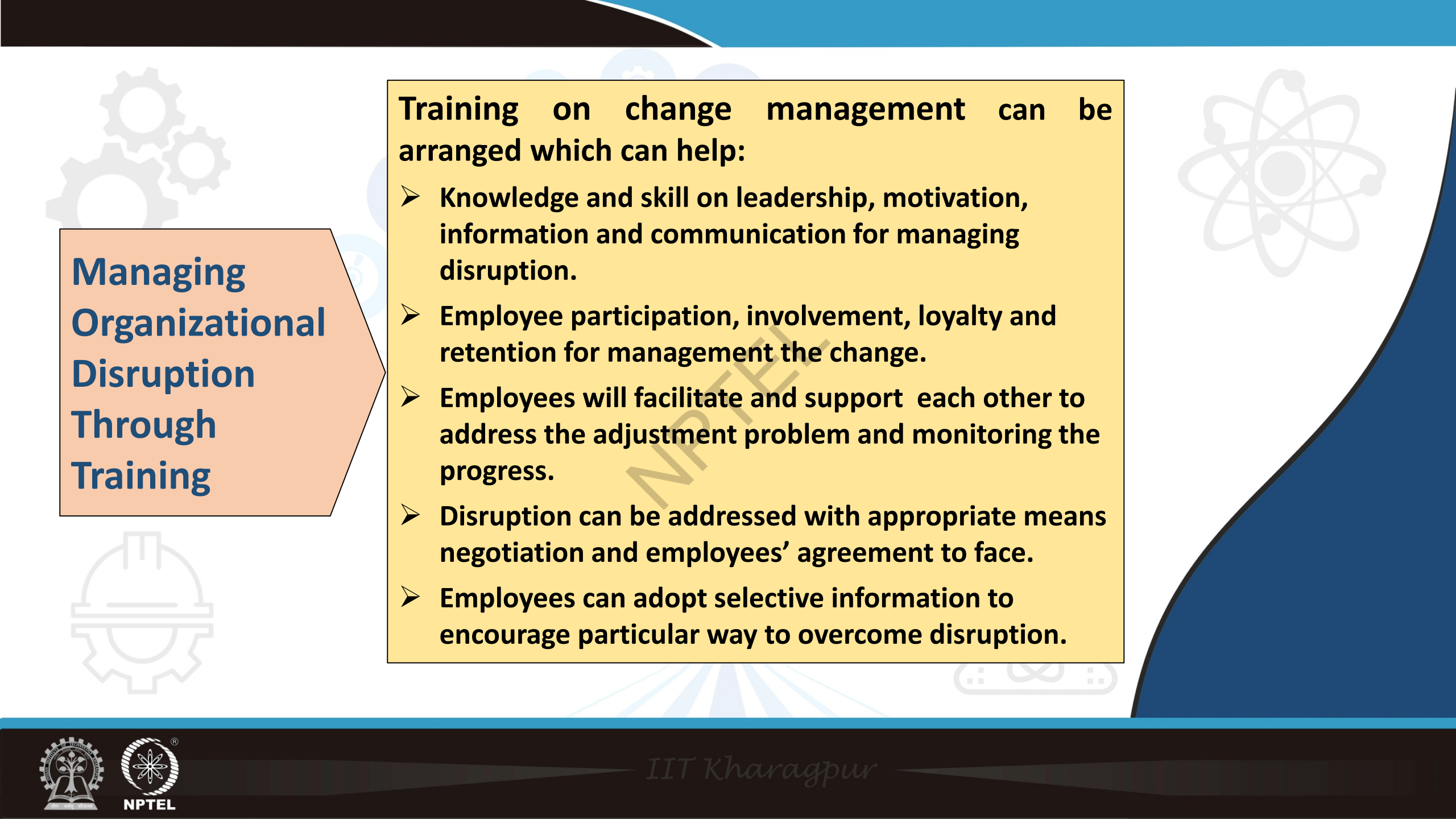




Managing Organizational Disruption Through Training

Training on innovation, framework and techniques for the employees can be arranged:

- It can stimulate strategic thinking to improve team performance.
- It can help organization to manage disruption and reach its potential.
- It can be significant for retraining and upskilling as a top priority for the employees.
- It enables organization to fulfill the need of customers.
- It can equip the organization to harness disruption.
- It can boost up employees engagement and retention.



Managing Organizational Disruption Through Training

Training on change management can be arranged which can help:

- Knowledge and skill on leadership, motivation, information and communication for managing disruption.
- Employee participation, involvement, loyalty and retention for management the change.
- Employees will facilitate and support each other to address the adjustment problem and monitoring the progress.
- Disruption can be addressed with appropriate means negotiation and employees' agreement to face.
- Employees can adopt selective information to encourage particular way to overcome disruption.

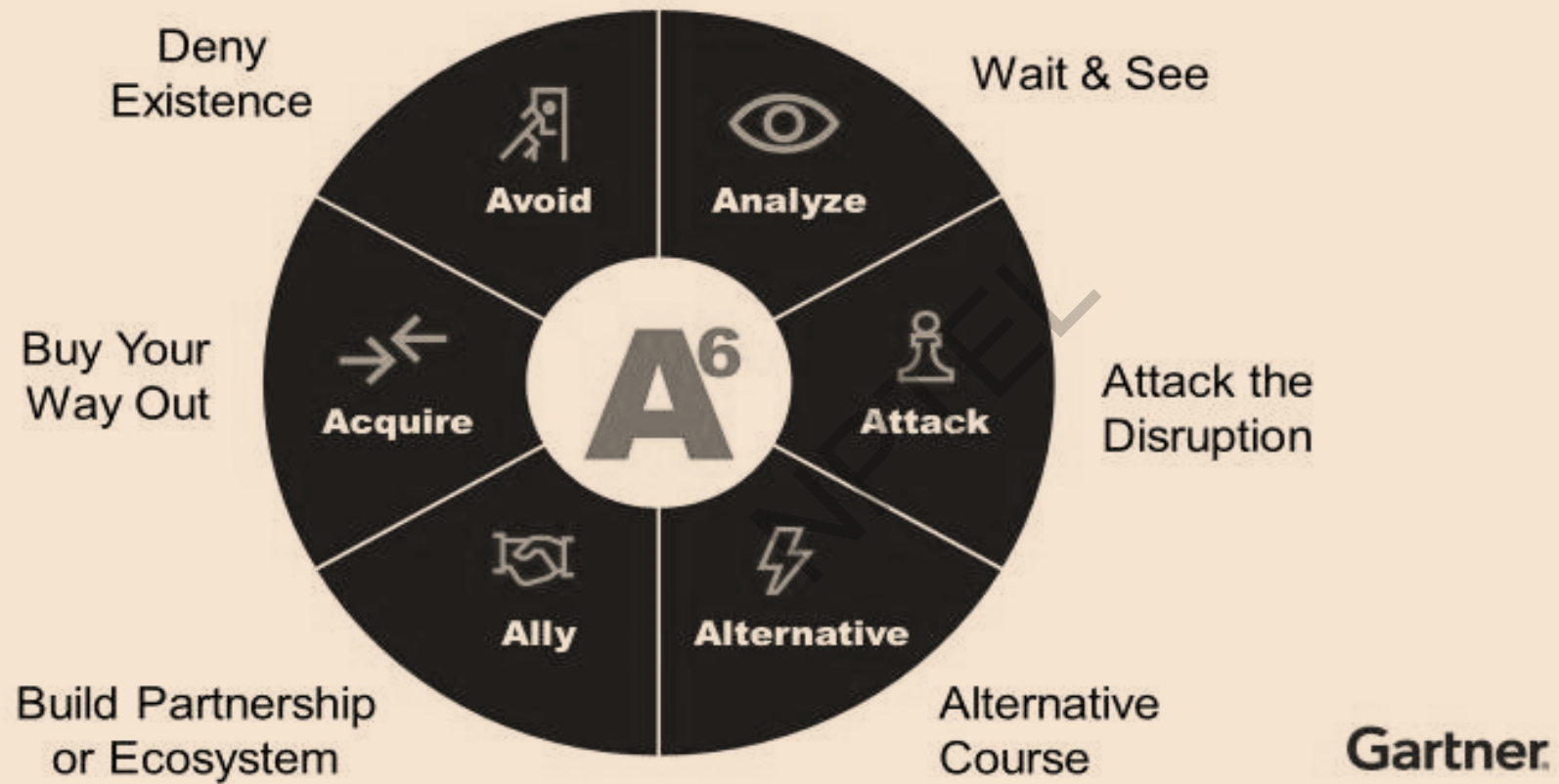
Managing Organizational Disruption Through Training

Training on use of digital technology can be arranged disruption (Refer to Diagram in next slide) as follows:

- **Analyze:** Wait and see how the competition deals with the disruption.
- **Attack:** Identify and deal with threats via swift and aggressive action.
- **Alternative:** Watch what competitors are doing and then identify an alternative market opportunity.
- **Ally:** Partner with another company or build an ecosystem.
- **Acquire:** Buy a company that does what needs to counter disruption.
- **Avoid** Take no action and ignore disruption.

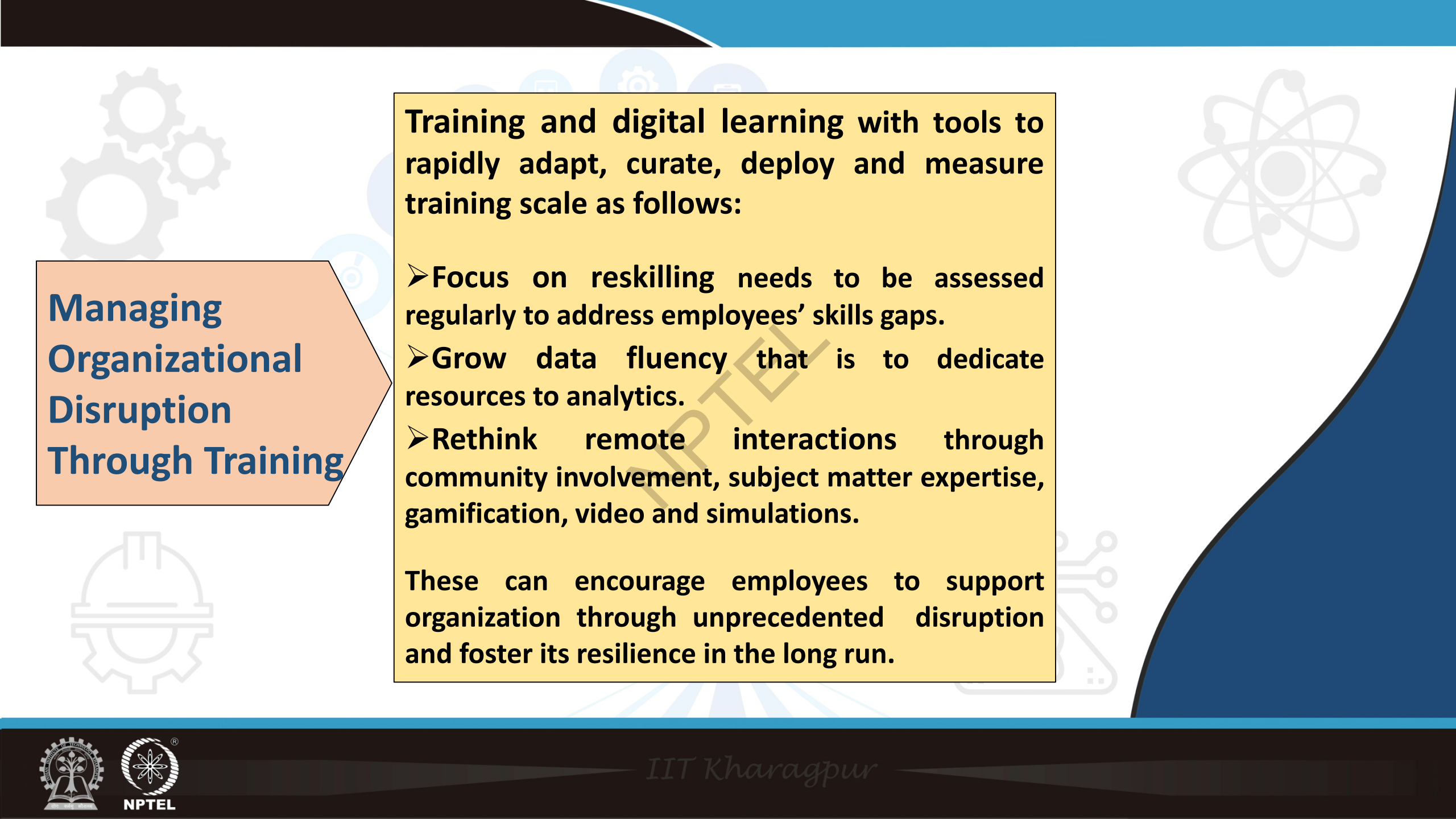


Gartner's Action Model (A6) — Six Choices to Deal With Disruptions/Change



Source: <https://www.gartner.com/smarterwithgartner/how-to-deal-with-digital-disruption>





Managing Organizational Disruption Through Training

Training and digital learning with tools to rapidly adapt, curate, deploy and measure training scale as follows:

- **Focus on reskilling needs to be assessed regularly to address employees' skills gaps.**
- **Grow data fluency that is to dedicate resources to analytics.**
- **Rethink remote interactions through community involvement, subject matter expertise, gamification, video and simulations.**

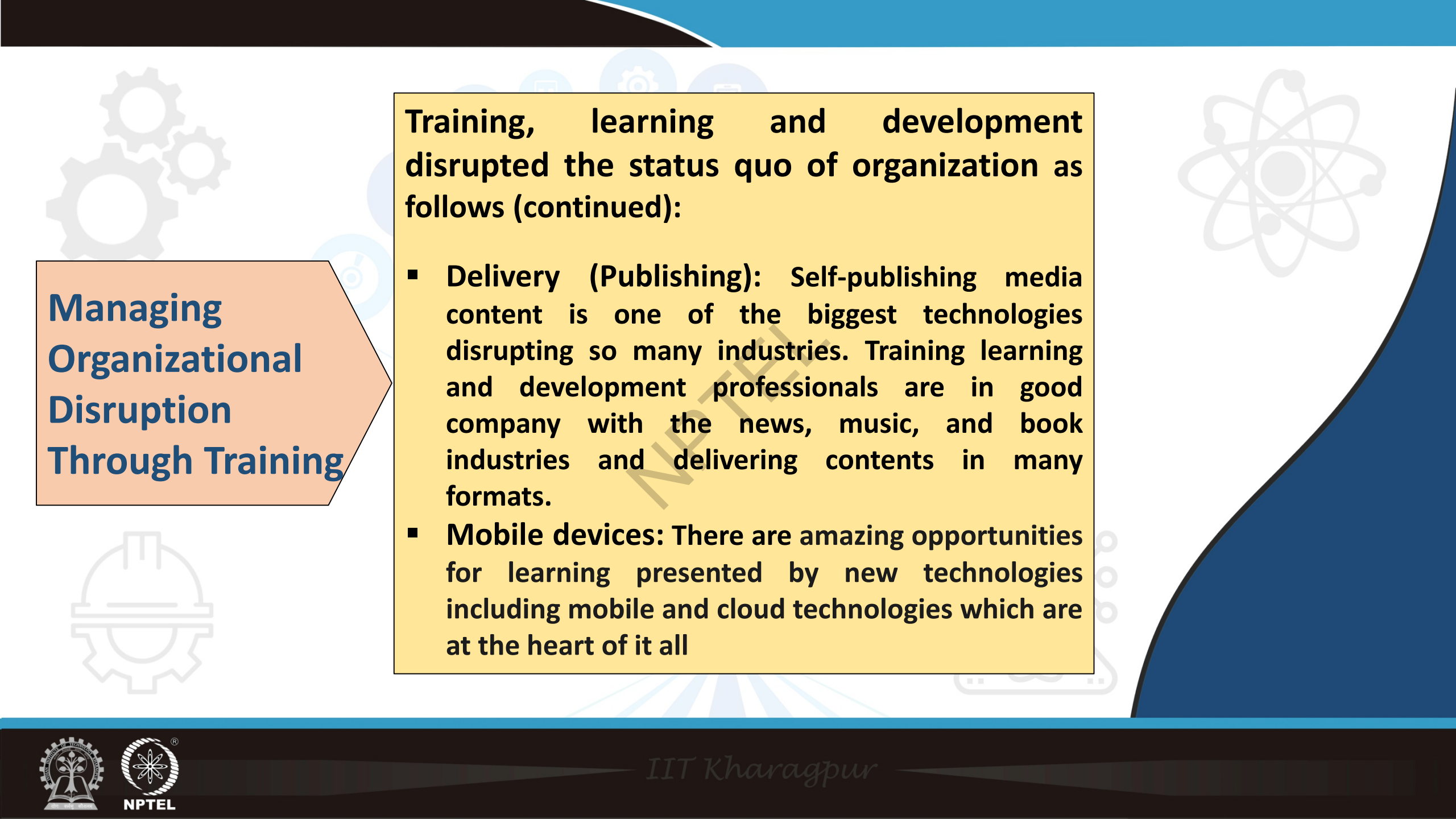
These can encourage employees to support organization through unprecedented disruption and foster its resilience in the long run.

Managing Organizational Disruption Through Training

Training, learning and development disrupted the status quo of organization as follows:

- **Discovery:** Using social media and other communication tools on line and engaging with employees via technology we can discover opportunities long before they become problems.
- **Development:** Mobile phones are now fully capable multimedia development studios. Streaming video is not only free but the quality is good enough to deliver live training or performance support





Managing Organizational Disruption Through Training

Training, learning and development disrupted the status quo of organization as follows (continued):

- **Delivery (Publishing):** Self-publishing media content is one of the biggest technologies disrupting so many industries. Training learning and development professionals are in good company with the news, music, and book industries and delivering contents in many formats.
- **Mobile devices:** There are amazing opportunities for learning presented by new technologies including mobile and cloud technologies which are at the heart of it all

Managing Organizational Disruption Through Training

Contextual and personalized training for employees plays effective role for managing disruption:

- In a digitally enhanced ecosystem, such specific needs can be captured to provide personalized training which can be more efficient and effective.
- By leveraging Augmented Reality technologies and Conversational User Interfaces like chatbots, enterprises can provide context specific experiences to employees.

Managing Organizational Disruption Through Training

Real-time Remote Assistance for training to employees is managing disruption:

- Using Augmented Interactive Reality (AiR) smart glasses platform which enables users to collaborate with remote experts via video calls and receive guidance through real-time image annotations to increase efficiency and innovation.



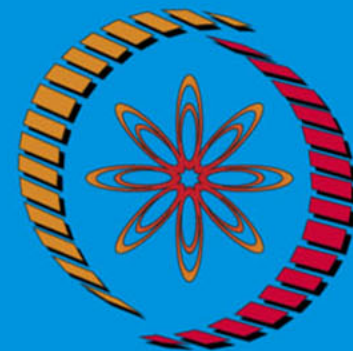
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CONCLUSION

This part of lecture session has given clear picture on managing organizational disruption through training with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of organizational disruption.





**THANK
YOU !**



NPTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

DR. SUSMITA MUKHOPADHYAY

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Module 12:

Lecture 07 : Some Examples/ Cases

TRAINING AND DEVELOPMENT

This part of lecture session will be held to share various successful cases/examples relating to employees training and development.

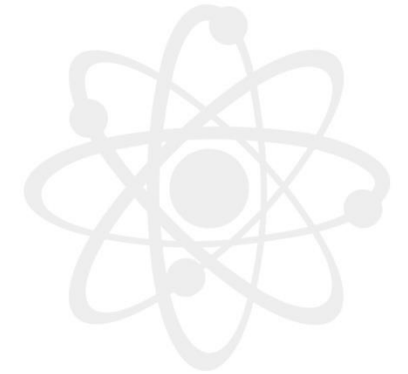


Case/Example No. 1, Relating to Week 1 Lecture

Aging Work Force: Indian Scenario

Euromonitor International estimates that by the end of year 2030, India will overtake China as the world's most populous country. UN estimates that India's population will reach 1.6 billion, compared to 1.4 billion in China by 2050. Also, report suggests that by 2020, the average age of an Indian will be 29, while the average age of Chinese will be 37.

Between 2010-2030, India will add 241 million people in working-age population as compared to China who would be able to add a meager 10 million people during the same time. Further, it is estimated that the share of the working-age population in China will start declining from the year 2014,



Case/Example No. 1, Relating to Week 1 Lecture

Aging Work Force: Indian Scenario

whereas, the share of working age population will continue rising in India and is estimated to reach 67 percent of the population by 2020 compared to 71.6 percent in China.

The young and working population of India is the biggest challenge for India in coming years as they need to be trained in order to be employed. At the same time, India would become source for working population.

Question for discussion:

1. Find out what will be the projected working age population in India during the period of 2010 – 2030?
2. How these population can be trained and added to gainful employment?



Case/Example No. 1, Relating to Week 1 Lecture

Aging Work Force: Indian Scenario

Ans:

- 1. India will add 241 million people in working-age population as compared to China a meager 10 million during 2010-2030.**
- 2. Need assessment can be done to identify the needs of various trades of training. Skilling and re-skilling to these large number of population can be done by partnership and outsourcing or by enhancing placement cum on-job training.**



Case/Example No. 1, Relating to Week 1 Lecture

Corporate Training Market of India

- Training Industry is largely dominated by Individuals and Private Consultants.
- Corporate training industry size estimated to be A\$ 2.5 billion (in Australian Dollar).
- Companies outsource 50% of their training needs.
- Large presence of MNCs in the country.
- Hybrid delivery models becoming popular-VSAT/E-learning/Online Mentoring.
- The fast growing economy has huge skill gaps.
- Training expenditure of traditional companies is 0.5% - 02.0 % of turnover whereas progressive companies incur around 4%.



Case/Example No. 2, Relating to Week 1 Lecture

Indian Ranked 51st in World Talent Competitiveness

Out of 63 countries survey in the IMD World Talent Ranking 2017, India stood at 51st rank; whereas, in the year 2016, the rank was at 54. Switzerland was awarded the first spot followed by Denmark and Belgium taking 2nd and 3rd spot, respectively. The major three categories under which the performance was evaluated were investment and development, appeal and readiness. India's ranking in these three were observed to be at 62, 43 and 29, respectively.



Case/Example No. 2, Relating to Week 1 Lecture

Indian Ranked 51st in World Talent Competitiveness

Some of the reasons suggested by Arturo Bris, the Head of Competitiveness, IMD Switzerland are:

- India is unable to retain local talent as well as attract foreign talent owing to its poor remuneration policy, deteriorating quality of life, lack of security and property rights.
- The country also failed to invest in education when compared to its significant counterparts.

India was ranked 51st in employee training with a score of 4.98 on a scale of 1 to 10.



Case/Example No. 2, Relating to Week 1 Lecture

Indian Ranked 51st in World Talent Competitiveness

Questions for discussion:

1. What are the important lessons we have learnt from this ?
2. What can we think for increasing investment in higher education and retention of talented workforce in India?



Case/Example No. 2, Relating to Week 1 Lecture

Indian Ranked 51st in World Talent Competitiveness

Answer:

1. Important lessons may be include the following:

- Failure to invest in education in comparison to its counterparts.
- Investment and employee development are significantly poor.

2. We can think but not limited to the following for retention of local talent:

- More thrust need to be given on retaining local talent and attracting foreign talent.
- Remuneration policy should be developed maintaining conformity with global scenario.



Case/Example No. 2, Relating to Week 1 Lecture

New Initiatives by Indian Government

- 1,500 Industrial Training Institutes
- 125 New Polytechnics through Public Private Partnership (PPP)
- 50,000 New Skill Development Centres
- 400 existing ITIs upgraded to Centre of Excellence with World Bank Assistance.
- 100 ITIs upgraded with Central Funding and
- 1,396 ITIs upgraded through PPP Mode



Case/Example No. 3, Relating to Week 2 Lecture

Airtel to Upskill its Employees for the Future

Bharti Airtel, which was one of the leading telecommunication services providers in India, was founded in the year 1995 by Deshdeepak Gautam and was headquartered in New Delhi, India. It collaborated with Coursera, a leading online training website to provide an enriching learning experience and prepare employees for the future challenges. Coursera for businesses was specially designed for Airtel employees to enhance their skills in areas such as emerging technologies, network technologies, cloud computing, leadership and soft skills.



Case/Example No. 3, Relating to Week 2 Lecture

Airtel to Upskill its Employees for the Future

This initiative was believed to help employees adapt to the changing scenario and introduction of employment opportunities in areas of robotics, artificial intelligence, machine learning, etc. On successful completion, the participants were awarded a certificate which could be helpful in the employees' professional career. Coursera were offered on various pressing topics like machine learning, data science, digital technology, cybersecurity, cloud, IoT and some soft skills like leadership and so on.



Case/Example No. 3, Relating to Week 2 Lecture

Airtel to Upskill its Employees for the Future

Question for discussion may be:

1. What initiative was taken by Coursera for Airtel employees?
2. How these initiatives have enhanced opportunities to the employees?
3. What are the strategic training courses adopted by Coursera?



Case/Example No. 3, Relating to Week 2 Lecture

Airtel to Upskill its Employees for the Future

Answer may be as follows:

1. Ans: Airtel employees to enhance their skills in areas such as emerging technologies, network technologies, cloud computing, leadership and soft skills.
2. The initiatives believed to help employees adapt to the changing scenario and introduction of employment opportunities in areas of robotics, artificial intelligence, machine learning, etc.
3. Ans: Coursera were offered on various pressing topics like machine learning, data science, digital technology, cybersecurity, cloud, IoT and some soft skills like leadership and so on.

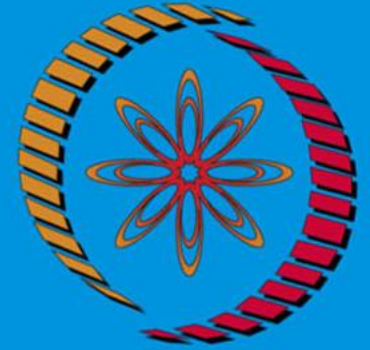


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CONCLUSION

This part of lecture session has given with various references of examples and cases on employees training and development.



**THANK
YOU !**



NPTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

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Module 12:

Lecture 08 : Some Examples/ Cases

TRAINING AND DEVELOPMENT

This part of lecture session will be held to share various successful cases/examples relating to employees training and development.



Case/Example No. 4, Relating to Week 2 Lecture

IBM Offers Training (and Pay Cuts) to Employees For Learning New Technology

Some employees in IBM's Global Technology Services group received email from the company informing them that a recent evaluation had identified them as an employees who had not kept pace with acquiring the necessary skills and expertise needed to meet changing client needs, technology and markets. As a result IBM requires them to dedicate one day a week or up to twenty three total days between October 2014 and March 2015 to focus on training. During this time, the employee will take a pay cut, receiving only 90% of their basic salary. Once training is completed, salaries will be restored in full. Employees can either take the training or look for the job opportunities within IBM that better match their current skill set.



Case/Example No. 4, Relating to Week 2 Lecture

IBM Offers Training (and Pay Cuts) to Employees for Learning New Technology

Employees have reacted negatively towards this training program. They noted that all of their group have been assigned the same training irrespective of their individual skill levels. The purpose of the program is to help employee develop key skills in the areas such as cloud and mobile computing and advance data analytics.

IBM believes the salary cut is a co-investment cost shared by both the employees and the company. IBM calculated that it will lose one day of billing clients each week that the employees are in the training, which matches the 20% of the compensation of the employees involved. So the 10% salary cut actually splits the difference.



Case/Example No. 4, Relating to Week 2 Lecture

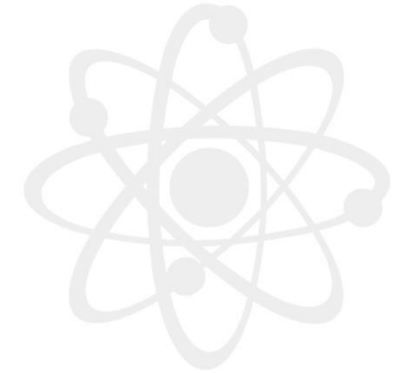
IBM Offers Training (and Pay Cuts) to Employees to Learn New Technology

Question for discussion:

1. Do you believe this program is strategic?
2. Why the employees of IBM reacted negatively?
3. What other ways might IBM convinced the affected employees to update and gain new skills



Case/Example No. 4, Relating to Week 2 Lecture



IBM Offers Training (and Pay Cuts) to Employees to Learn New Technology

Answer of each question may be as follows:

1. Do you believe this program is strategic?

Ans: It is the strategic because, IBM believes the salary cut is a co-investment cost shared by both the employees and the company.

2. Why the employees of IBM reacted negatively?

Ans: They noted that all of their group have been assigned the same training irrespective of their individual skill levels.

3. What other ways might IBM convinced the affected employees to update and gain new skills

Ans: IBM could have been offering promotional benefit with extra pay packs as the program help employees in the long term.

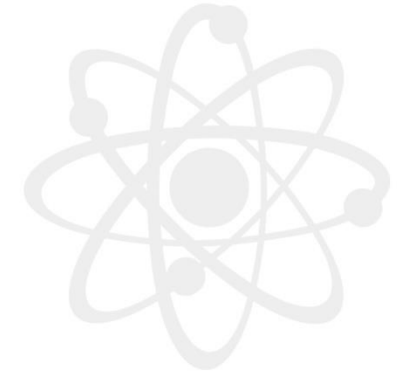


Case/Example No. 5, Relating to Week 8 Lecture

Capgemini Reskilled Employees for Digital Technology

Capgemini a leading global French multinational professional services and business consulting corporation, had 1,93,077 employees in 2017. The company became one of the largest IT consulting, outsourcing and professional services companies in the world.

Considering the emergence of digital technology, Capgemini planned to upskill its entire workforce of the Indian domain in digital skills by the year 2018. the company also, ramped up hiring of freshers and planned to take the number up to 40 percent of the total hires in a year from 15-20 percent. Each employee was given an opportunity to be benefitted from the training program that focused on skills related to digital and cloud.



Case/Example No. 5, Relating to Week 8 Lecture

Capgemini Reskilled Employees for Digital Technology

Before suggesting any training, the company conducted an aptitude test to understand areas of improvement. Since its inception in 2016, the program has trained around 60000 employees. A combination of both classroom sessions and specially created (custom made) online modules were used in the training. The company, which always acknowledged the importance of training, had 40 hours of training obligatory per year. However, the focus of training shifted towards newer technologies. Other IT giants also showed their inclination towards such training initiatives. Tata Consultancy Services (TCS), in 2015, trained around one lakh employees.



Case/Example No. 5. Relating to Week 8 Lecture

Capgemini Reskilled Employees for Digital Technology

Question for discussion:

1. What was the approach of training need assessment by Capgemini?
2. Why was Capgemini planned to upskill its entire workforce of the Indian domain in digital skills.
3. What was the focus of skill development training program planned?



Case/Example No. 5. Relating to Week 8 Lecture

Capgemini Reskilled Employees for Digital Tech

Answer of each question may be as follows:

1. What was the approach of training need assessment by Capgemini?

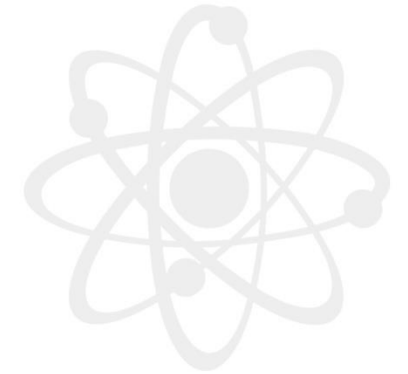
Ans: The company conducted an aptitude test to understand areas of improvement of the employees.

2. Why was Capgemini planned to upskill its entire workforce of the Indian domain in digital skills.

Ans: Considering the emergence of digital technology, the company planned to roll out in the area.

3. What was the focus of skill development training program planned?

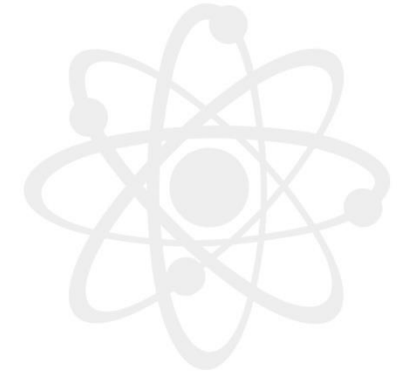
Ans: the training program that focused on skills related to digital and cloud



Case/Example No. 6, Relating to Week 8 Lecture

Facebook Launched Digital and Startup Training Hubs

The online social media and social networking services, Facebook, was founded by the team of Mark Zuckerberg, Eduardo Saverin, Andrew McCollum, Dustin Moskovits and Chris Hughes, in the year 2004. It was initially restricted to Harvard students who had the website's membership. During the course time, they expanded it to other higher education institutes. In the year 2006, it was opened to everyone aged 13 and above. Facebook introduced a training hub for emerging business in order to enable them to compete with their respective industry giants. These training programs aimed at training five lakh people by 2020. The training was developed by various local organizations such as Digital Vidya, EDII, Dhama Life and Startup India.



Case/Example No. 6, Relating to Week 8 Lecture

Facebook Launched Digital and Startup Training Hubs

The curriculum was made available in both English and Hindi. It was further planned to be customized depending upon the needs of different people and was also made available on mobile. The training focused on various concerns such as how to protect one's ideas, how to hire, how to go about getting funding, what regulations and legal hurdles one needs to consider, how to build an online reputation, and other digital skills.

The mode of training was planned to be online. The plan was to offer the same to the students and business owners so that they can learn how to build and create an audience, how to develop content and measure online activity.



Case/Example No. 6, Relating to Week 8 Lecture

Facebook Launched Digital and Startup Training Hubs

The idea was that these qualities should help them in building their personal brand, enhance their digital abilities, understand consumer behaviour and reputation management.

Apart from all these, the hubs also provided online training in designing and building products, services and business plans. Through these sessions, the participants were made acquainted with the basics of setting up business including idea protection, legal regulations, overall business plan, market research, funding challenges, expansion plans, and so on. Prior to this, Facebook has also, trained a larger number of small businesses and women entrepreneurs in India since 2011.



Case/Example No. 6, Relating to Week 8 Lecture

Facebook Launched Digital and Startup Training Hubs

Questions for discussion:

1. What was training initiative taken in India by Facebook?
2. Who developed digital and start up training for Facebook?
3. What type of customization of training was made by Facebook?



Case/Example No. 6, Relating to Week 8 Lecture

Facebook Launched Digital and Startup Training Hubs

Answer for each question may be as follows:

1. What was training initiative taken in India by Facebook?

Ans: Facebook has trained a larger number of small businesses and women entrepreneurs in India since 2011

2. Who developed digital and start up training for Facebook?

Ans: Various local organizations such as Digital Vidya, EDII, Dhama Life and Startup India developed such training for Facebook.

3. What type of customization of training was made by Facebook?

Ans: Depending upon the needs of different people, training customized and the same was also made available on mobile.

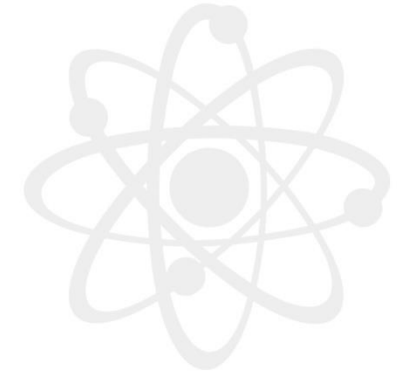


Case/Example No. 7, Relating to Week 9 Lecture

Coca-Cola University

Coca-Cola, an American multinational beverage corporation, was founded in the year 1886. It was popularly known for its flagship product 'Coca-Cola' invented in the same year.

The Coca-Cola University is the company's education hub. It provided a wide range of courses such as leadership, marketing, human rights, ethics and compliance, diversity, sustainability, finance and other competencies. The training was provided either through classroom learning or e-learning. In 2009, around 27,000 employees participated in 17,200 classroom sessions and 39,100 employees participated in e-learning courses. As part of their annual appraisal system, the employees took part in mid-year and year-end career discussions with their managers.



Case/Example No. 7, Relating to Week 9 Lecture

Coca-Cola University

The employees were expected to analyze their performance with the set goals and suggest appropriate training they consider important for them. Along with this, reimbursement facility was also made available to employees seeking higher education.

Question for discussion:

1. What mode of training was preferred by the employees more?
2. What types of soft skill trainings courses were arranged by this university?



Case/Example No. 7, Relating to Week 9 Lecture

Coca-Cola University

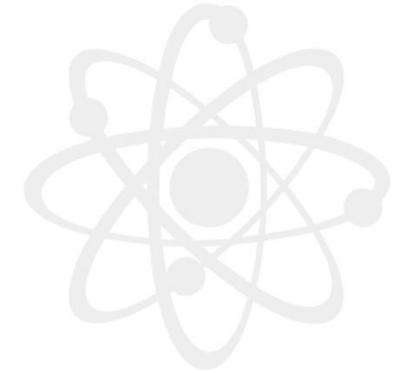
The answer may be discussed here as follows:

1. What mode of training was preferred by the employees more?

Ans: The training was provided either in the mode of classroom learning or e-learning mode.

2. What types of soft skill trainings courses were arranged by this university?

Various types of soft skill training courses such as leadership, marketing, human rights, ethics and compliance, diversity, sustainability, finance and other competencies were arranged.

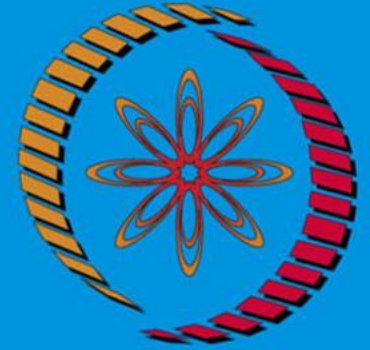


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CONCLUSION

This part of lecture session has given clear picture by giving various references of examples and cases on employees training and development.



**THANK
YOU !**



NPTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

DR. SUSMITA MUKHOPADHYAY

ASSOCIATE PROFESSOR, VGSOM, IIT KHARAGPUR

Module 12:

Lecture 09 : Some Examples/ Cases

TRAINING AND DEVELOPMENT

This part of lecture session will be held to share various successful cases/examples relating to employees training and development.

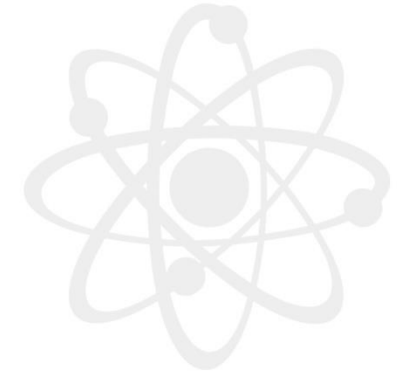


Case/Example No. 8, Relating to Week 9 Lecture

Infosys to Train Board Members on Design Thinking

The Board Members of Infosys, one of the largest IT Companies of India, underwent training that aimed to enhance design thinking among the participants in the year 2016. Design thinking refers to a practice where conventional problems are resolved through newer and innovative methods. Though such efforts are common worldwide, it was for the first time in Indian IT industry where a company was aligning the board as a part of strategy to bring about a cultural change in the workplace. The company wanted to change the perception of being traditional outsourcing company.

This exercise was introduced under the guidance of Vishal Sikka who encouraged all his employees to participate in the exercise.



Case/Example No. 8, Relating to Week 9 Lecture

Infosys to Train Board Members on Design Thinking

To make his efforts effective, he invited experts such as Alan Kay to conduct few sessions with the employees and the executives.

The Board Members were encouraged to participate in immersion sessions which also included one of the upcoming areas such as artificial intelligence.

Question for discussion:

1. Why was the training for Board members arranged?



Case/Example No. 8, Relating to Week 9 Lecture

Infosys to Train Board Members on Design Thinking

Answer for the question may be:

1. Why the training for Board members was arranged?

Ans: It was for the first time in Indian IT industry where a company like Infosys, was aligning training and design thinking with the board member as a part of strategy to bring about a cultural change in the workplace.



Case/Example No. 9, Relating to Week 11 Lecture

Google to Train 1.3 lakh Developers in Partnership with Pluralsight and Udacity

Google, the most popular search engine, planned to train 1.3 lakh developers and students in India with the support of Pluralsight (technology learning platform) and Udacity (educational institute) in order to develop a highly skilled technological workforce. The plan of Google include to sponsor 1,00,000 scholarships in Pluralsight and 30,000 scholarships on Udacity.

The scholarship program consisted of two phases, namely:

- Free access to Udacity courses in mobile and web development with mentorship and community support.



Case/Example No. 9, Relating to Week 11 Lecture

Google to Train 1.3 lakh Developers in Partnership with Pluralsight and Udacity

- Top 1000 performers get entitled for additional six-month scholarship to mobile and web developer Nanodegree programmes, which include mentorship, community support and expert project reviews.

Around 2,10,000 students have already completed Google developed courses on Udacity.

Around 1,17,000 students completed the course in 2017 alone. Google has trained around 1000 faculties across 400 colleges and 11 state universities for technologies of the future.



Case/Example No. 9, Relating to Week 11 Lecture

Google to Train 1.3 lakh Developers in Partnership with Pluralsight and Udacity

Question for discussion:

1. What is the purpose of having Google's partnership with Pluralsight and Udacity?
2. Google planned to sponsor 30,000 scholarships on Udacity. Around 2,10,000 students have already completed Google developed courses on Udacity. Why is it happened?



Case/Example No. 9, Relating to Week 11 Lecture

Google to Train 1.3 lakh Developers in Partnership with Pluralsight and Udacity

Discussion on answer may not be limited to:

1. What is the purpose of having Google's partnership with Pluralsight and Udacity?

Ans: It may be that in order to develop a highly skilled technological workforce within a particular period, Google decided to establish partnership.



Case/Example No. 9, Relating to Week 11 Lecture

Google to Train 1.3 lakh Developers in Partnership with Pluralsight and Udacity

Discussion on answer may not be limited to:

2. Google planned to sponsor 30,000 scholarships on Udacity. Around 2,10,000 students have already completed Google developed courses on Udacity. Why is it happened?

Ans: Free access to Udacity courses in mobile and web development with mentorship and community support may be an influential factor. Or, it may be happened that Google might have increased it sponsorship on Udacity.



Case/Example No. 10, Relating to Week 11 Lecture

Railway Board Design Training to Upskill Employees

A five-days on-the-job skill training was designed for Indian railway employees in order to cater the needs of growing passenger expectations for superior service amenities. The program was to be developed by the General Managers as suggested by the Chairman, Rail Board, Ashwani Lohani. Mr. Lohani also, suggested the introduction of training capsules for all the employees to boost their productivity and efficiency. Each employee in each zone had undergone a week's training in skills and knowledge related to their work. This project was to be named as Saksham.



Case/Example No. 10, Relating to Week 11 Lecture

Railway Board Design Training to Upskill Employees

The GMs were expected to categorize training for each specific zone. A training calendar was also planned to be formulating by 31st December 2017. The GMs were made responsible for involving the reporting managers of all employees.

Questions for discussion:

1. Why did Railway Board design the training?



Case/Example No. 10, Relating to Week 11 Lecture

Railway Board Design Training to Upskill Employees

The answer may be as follows:

1. Why did Railway Board design the training?

Ans: It was arranged in order to boost the employees' productivity and efficiency to cater the needs of growing passenger expectations for superior service amenities.



Case/Example No. 11, Relating to Week 12 Lecture

Working at Home: Is it Disruption?

Many employees are desiring to work at home so the companies are using the work from home as a benefit that helps recruit and retain talented employees. Several studies have shown benefits from the working at home. This could result from reducing the hassles of commuting to work and allowing employees to better balance work and life responsibilities such as child care, dealing with ailing spouse, elderly. It is found from a study that office employees who work from home may spend 57 hours each week before they feel as if their work-life is out of balance, compared to 38 hours a week for employees who work at their office.



Case/Example No. 11, Relating to Week 12 Lecture

Working at Home: Is it Disruption?

Working at home may have significant disadvantages which include taking advantage of the policy to extend week-ends by not working on Friday or Mondays and loss of the potential benefits from having face to face interactions with colleagues that are useful for sharing knowledge and generating creative solutions to products or service problems. Being in the office is essential because many jobs require close collaboration with colleagues or working on team projects. Also, unplanned personal interactions occurring at the office can lead to new ideas or working relationships.



Case/Example No. 11, Relating to Week 12 Lecture

Working at Home: Is it Disruption?

Question for discussion:

1. What type of disruption we may think of 'working at home'?
2. How this can be dealt with?
3. What type of potential benefits is supposed to be loss?



Case/Example No. 11, Relating to Week 12 Lecture

Working at Home: Is it Disruption?

The answer of each question may be as follows:

1. What type of disruption we may think of 'working at home'?

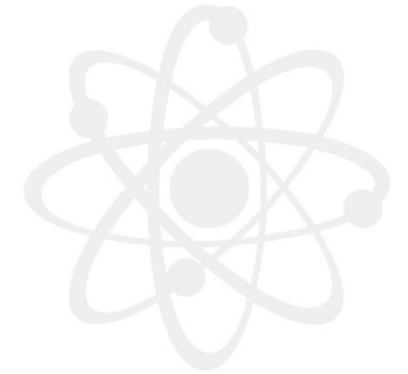
Ans: This may be an organizational disruption as the companies are using the work from home as a benefit that helps recruit and retain talented employees.

2. How this can be dealt with?

Ans: Training need assessment and designing for employees training can be helpful for upskilling and motivational support.

3. What type of potential benefits is supposed to be loss?

Ans: loss of the potential benefits from having face to face interactions with colleagues that are useful for sharing knowledge and generating creative solutions to products or service problems



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CONCLUSION

This part of lecture session has given clear picture by giving various references of examples and cases on employees training and development.



**THANK
YOU !**