

Control in training



Control in Training The role of controls in training is to measure and evaluate the level of skills acquired during the training and make necessary changes in training programs. The training, if it encompasses performance skill, performance standards, and performance successes, will produce independent performance at a high level of skill in the case of many employees. The role of manager is to monitor the performance of such employees remotely and control their training success. If training is expected to accomplish work efficiently and to give satisfaction, monitoring and control during the training program is an essential consideration.

It is possible to distinguish three types of control: (1) routine control (from lecture to lecture), (2) monitoring (during the course) and (3) control of the skills acquired at the end of the course. It is possible to control the level of skills and personal development, compare skills of employees with certain standards or skills development of other employees (Truelove, 1995). During the training course, it is essential to provide continuing direct attention to learning process and skills of the trainees. In the sense that the supervisor will be attempting to sustain the performance of these employees, the intent will be task-related. However, the actions will be largely employee-oriented in nature and manner; the supervisor will be encouraging, reinforcing, patient, willing to listen. At this stage, the task of the manager is to support trainees and correct their actions if necessary. The instilling of standards and confidence (accompanying the skill development) during training is important for both the organization and employees. The role of the trainers is to develop certain skills and knowledge according to standards and new requirements. Employees with high self-esteem and high need for achievement, for example, appear to need feedback that gives information

related to competency and control over the task. Those with high need for affiliation may focus on feedback giving information about extrinsic rewards.

Skilled performance of most complex tasks requires the coordination and integration of many task components (Truelove, 1995).

There are indications that employees are more likely to perceive their participatory experience as genuine participation if it involves a range of job functions rather than an isolated one or if it involves an important function rather than a minor one. The main methods of routine control are questions, practical assignments or home tasks. Monitoring can be used after every module in order to measure and evaluate skills and knowledge acquired during a month. A primary objective for the trainer is to intentionally shape and control training design to affect trainee motivation and performance. The interrelationships among different factors are not well defined or easily observable. Also, it is possible to introduce self-control and self-assessment techniques which help learners to improve their skills according to established standards and tasks. Quality control of training can measure improved effectiveness and skills (results of training), the level of credibility for the training staff, how they do a job now, commitment, strengths and weaknesses of trainees, knowledge and expertise in the development and implementation, motivation (Beardwell et al 2004).

Control in training support the program and allows the trainer to control the process of education and make necessary changes according to needs and skills of employees. The primary and overriding objectives of control at the first two levels should be to collect data that will serve as a valid basis for improving the training system and maintaining quality control over its components. In addition, control can motivate employees and inspire them

during the training process. Control should not be seen as a list of the objectives and benefits of training, but an active process aimed to improve the level of skills and performance at every level. Without effective control, most employees will not be able to achieve expected results and skills.

References

1. Beardwell, I. Holden, L., Claydon, T. (2004). Human Resource Management, London Pitman Publishing,
2. Truelove, S. (1995). Handbook of Training and Development (Hrm in Action). Blackwell Publishers; 2nd edition.