Research article

Training Cycle at Ernst & Young with special reference to the ADDIE Model

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Abstract

The aim of the study is to understand the implementation of the training cycle at Ernst & Young from the perspective of the ADDIE model and also to analyze the effectiveness of Communication Skills, Presentation Skills, Probing Skills and Negotiation Skills sessions conducted in the months of May and June using the Feedback form provided by Ernst & Young. Both Exploratory and Descriptive research were followed in the study. The sample size is 64. Training is considered as a positive step towards augmentation of the knowledge base by the employees at Ernst & Young. The firm helps the employee's in building their potential along with commitment and organization's development. At Ernst & Young, Training is an essential element for an employee; hence its importance plays a vital role in molding the employees' personality, making him more efficient for the job. Ernst & Young has a systematic training process and the employees at Ernst & Young are satisfied with the training initiative taken by the L&D of Ernst & Young. Most of the behavioral training programs have proven to be effective in the employees' career development and KSA enhancement.

Keywords: communication, development, effectiveness, knowledge, presentation, probing.

Introduction

Training enables employees to develop and train within the organization and increase the market value, earning power and job security. It moulds the employee's attitude and also helps them to achieve better co-operation with the company and greater loyalty to it. The management is benefited in the sense that higher standard of quality are achieved, a satisfactory organization structure is built up, authority can be delegated and stimulus for progress applied to employees.

Some of the Training Goals are as follows:
- To increase productivity of employees or workers
- To improve quality of work and product
- To enhance and update knowledge and skill level of employee in the organization
- To promote better opportunity for the growth and promotion chances of employees and thereby the employability.
- To secure better health and safety standard
- To improve quality of life of employees
- To sustain competitive advantage
- To impart new entrants of knowledge and skill
- To build up a sound line of competent efficiency and prepare them as a part of their career progress to occupy more responsible positions
- To impart customer education, help grading skills and knowledge and employees estimate career planning of the company.

TYPES OF TRAINING

Training is required for several purposes. Accordingly training programs may be of the following types:
- Orientation training: Induction or orientation training seeks to adjust newly appointed employees to the work environment. Every new employee needs to be made fully familiar with his job, his superiors and subordinates and with the rules and regulations of the organization. Induction training creates self-confidence in the employees. It is also knows as pre-job training. It is brief and informative.
- Job training: It refers to the training provided with a view to increase the knowledge and skills of an employee for performance on the job. Employees may be taught the correct methods of handling equipment and machines used in a job. Such training helps to reduce accidents, waste and inefficiency in the performance of the job.
- Safety training: Training provided to minimize accidents and damage to machinery is known as safety training. It involves instruction in the use of safety devices and in safety consciousness.
- Promotional training: It involves training of existing employees to enable them to perform higher-level jobs. Employees with potential are selected and they are given training before their promotion, so that they do not find it difficult to shoulder the higher responsibilities of the new positions to which they are promoted.
- Refresher training: When existing techniques become obsolete due to the development of better techniques, employees have to be trained in the use of new methods and techniques. With the passage of time employee may forget some of the methods of doing work. Refresher training is designed to revive and refresh the knowledge and to update the skills of the existing employees. Short-term refresher courses have become

popular on account of rapid changes in technology and work methods. Refresher or re-training programs are conducted to avoid obsolescence of knowledge and skills.

- Remedial training: Such training is arranged to overcome the shortcoming in the behavior and performance of old employees. Some of the experienced employees might have picked up appropriate methods and styles of working. Such employees are identified and correct work methods and procedures are taught to them. Psychological experts should conduct remedial training.

Review of Literature

Sharma (2014) Study concludes that Indian origin organizations fall short in terms of importance given and performance of training function compared to multinational companies. Further, it is found that service companies have an edge over manufacturing companies in terms of importance and performance of training.

Pillania (2014) The study shows not so good state of research, teaching, training and consultancy on one hand and below average performance in practice of green management within business schools in India. The findings are not encouraging and Indian business schools need to give more attention to the subject of green management both in theory and practice.

McGrath et al (2014) centered around two main themes. The first theme included participant's knowledge about the up-skilling programme with its subthemes of "finding out about the programme"; "perceived aims of the programme"; and "educational events supporting the programme". The second theme revolved around participants' perceived benefits of the up-skilling programme with its four subthemes such as, first, individualised support, second, the opportunity to improve practical and communication skills through OTSUP educational events, third, access to peer support and fourth, provision of specific information on the RANZCP examination process.

Nair et al (2013) The results showed that the female trainees' practice of science and the relevance of science education is significantly higher than that of their male counterparts. Besides that, the findings indicate that there is no significant difference between the male and female trainees on their practices of students' home culture applied in classroom science and applying moral education in teaching science. The findings also indicated there is a need to bring in students' home culture into the teaching and learning of science.

Malik & Nilakant (2011) The inclusive theoretical approach uncovers novel explanations through the complex interaction that occurs between various internal and external factors that shape the nature and extent of training provision in SMEs in the context of a developing country. In SMEs, enterprise training can take a variety of forms – formal, informal, and incidental. The final training provision is shaped by high employee turnover, the complexity of the process, client specifications, and the presence of certain organizational capabilities.

Fadden et al (2010) The audit found numerous intrinsic motivations for being a trainer, as well as a wide range of benefits, including belief in the approach, wanting to help families, enjoyment of teaching and professional development.

Rao (2009) It concludes that training is only a comma not a full stop. Training is an investment not an expense. Despite any recession, it should be maintained as a continuous process to ensure organizations remain competitive and productive.

Hayes & Pulparampil (1989) A study which examines those factors perceived to be associated with the transfer of learning from the training to the work situation is presented. It was found that trainers were more pessimistic than

their clients about the extent to which successful transfer was achieved. The main factors inhibiting the transfer of learning were associated with the working environment to which trainees returned and included the low receptivity of bosses and colleagues to new ideas and their strong commitment to rules and procedures which inhibited innovation and improvement.

Research Methodology

Objectives

- To understand the implementation of the training cycle at Ernst & Young from the perspective of the ADDIE model.
- To analyze the effectiveness of Communication Skills, Presentation Skills, Probing Skills and Negotiation Skills sessions conducted in the months of May and June using the Feedback form provided by Ernst & Young.

Research design

Both Exploratory and Descriptive research were followed in the project. Exploratory research was used to understand the implementation of the training cycle at Ernst & Young from the perspective of the ADDIE model, where the motive of the research was to design Presentation Skills module, Feedback Survey and Checklist for the organization. Further, this design was used to identify new external training agencies and venues for conducting the training sessions. Descriptive research was also used to analyze the effectiveness of Communication Skills, Presentation Skills, Probing Skills and Negotiation Skills sessions. A Feedback Form was used to collect the data from the participants.

Sample Size

In order to find the effectiveness of the training programs, research was done on participants who attended the training sessions. Data was collected from the following sample size of the training programs:

Presentation Skills: 16 participants, Communication Skills: 15 participants, Probing Skills: 18 participants, and Negotiation skills: 15 participants

Analysis & Discussions

TRAINING CYCLE

PHASE 1: ANALYSIS

This is the first and the foremost phase of the Training cycle. In this phase we identify the broad forces that can influence the training needs. In this regards, we do organization analysis, task analysis and people analysis. Organization analysis is done to examine the environment, strategies; resources which will help us determine where to emphasize training. Task analysis involves reviewing the job description and specifications to identify the activities performed in a particular job and the KSA's needed to perform them. People analysis determines which employees require training and which do not. It helps to identify their lacking and deficient areas.

At Ernst & Young, the Training Need Identification (TNI) process is performance based. Employee from various Service Lines access PMDP and from Personal development plan he/she fills the TNI. This happens twice a year. Performance cycle is from July to June. Data dump from PMDP is sent to Training Team by the HR. Training Team consolidates the data and categorizes it by Training Program and Service Line. I helped in collating the training needs into various workbooks of each Service Line. Training Team coordinates with each service line HR/Training coordinators to know the availability of the employees for each month. Then a consolidated training schedule or Training Calendar is created. I worked on the quarterly training calendar for the months of May – July for all locations. I contacted the senior managers of all the service lines across all locations and gathered information about the availability of the employees during the three months. Thereafter, the runs of each session were calculated based on the needs for each program and the batch size of each session.

PHASE 2: DESIGN

In the Design phase, the training design is framed. Following are the questions that need to be addressed while framing a training design:
- What learning outcomes will meet learners' needs?
- What kind of training plan needs to be created?
- What resources are available?
- What are some potential challenges to this training?

At Ernst & Young, after the TNI process is complete and the training needs of the employees are identified, the Learning & Development team defines the objectives of each training program which help to develop and conduct the training. At this point, it is necessary to identify the resources needed to conduct the training. We need to determine what facilities, equipment and materials are required in addition to identifying necessary administrative and personnel support.

After formulating the objectives, the programs which would be conducted by vendors i.e. external training agencies and those which would be conducted by the internal faculty of Learning & Development are decided. For this purpose, a training vendor database is required which helps to screen and select the potential training consultancies for conducting the soft skills training program. I designed the vendor database for Ernst & Young which has the contact details, investment proposals, cost details and references of various training agencies. After determining the faculty for all the training programs, the venue where the training sessions would be conducted is also determined. I was also responsible for designing the venue database. The database consists of the contact information, Conference rates, per participant rates of both 4 and 5 star rated hotels and banquets at 5 locations, i.e. Delhi, Bangalore, Mumbai, Kolkata and Chennai. After the vendors and the venues for the training programs are identified, the program contents and schedule of each training program is designed.

PHASE 3: DEVELOP

After the instructional objectives and measures have been set, the next phase deals with developing certain learning strategies and supporting media that will assist the learners in mastering the objective. The Develop Phase of the ADDIE model elaborates and builds on the learning objectives that were formulated in the Design phase. The end result is the completed instructional courseware. Development begins with specifying the learner activities that will assist in the learning process. Learner activities engage participants into activities that involve cognitive processes such as creativity, problem-solving, reasoning, decision making etc. At Ernst & Young, after the learner activities are listed, certain learning strategies are developed and learning styles, determined. Learning strategies include case

studies, games, simulation, in-basket, role plays, ice-breakers etc. Further, the media best suited to train the objective is determined for which the following have to be considered:

- The instructional setting
- Media characteristics – best media for this type of instruction
- Instructional material
    - Manual
    - Job performance aid
    - Self training package
    - On-the-job training

After the existing material is reviewed to figure out if they can be adopted or redesigned into the program, the final instruction is developed. At Ernst & Young certain steps are followed in the develop phase:

Step 1: Create a prototype:

A training prototype provides a preview. It shows what the final course will look like when it is complete. Training prototypes often vary in scale and complexity. For some courses, the prototype might be just a few template pages. Other courses might need detailed step-by-step storyboards.

The Presentation Skills module, I was working on, included the following prototypes:

Course Format	Possible Prototype
a. Instruction led training	a. Power point presentations, Trainers manual
b. Hands on approach	b. Participants workbook

Templates: Ernst & Young has created standardized templates for all their print and training programs. These templates provide a consistent look for the company's training message and reinforce the company's branding. With these templates, people don't have to reinvent the wheel for each new course.
However it takes care that the templates are flexible enough to allow courses to deliver their content successfully.

Step 2: Develop the course content

While developing the course, two questions should be kept in mind:

- Does this content meet the training objectives?
- Will the content work for the target audience?

While developing the content for the training modules of Presentation Skills, large amount of research was done on the internet. Books on Body Language and Effective Presentations were referred as well to ensure that all the training needs and expectations of the audience were met. Moreover, in order to make the content interesting and interactive, activities and brainteasers were added after every module. The medium used to prepare the program was MS Word and MS PowerPoint. The training manual was prepared on the Word document while the program content was developed on MS PowerPoint in the form of a presentation.

Step 3: Run a pilot session

This is the stage when the course is put in front of the learners to measure how they interact with the materials. The pilot test of the course takes place before the official course implementation. It provides the training specialists a final chance to review the course prior to its official launch. Pilot testing is an important and a very useful part of a training program. For eg. The training specialist may be able to ensure that the content of the course is accurate and

complete but they may not be able to make out that the instructions for the activity should be more clearly worded. Besides the development of the content, an important part of the development phase is the development of the trainer's manual.

Trainer's manual: While the course contains the content for the training program, the training manual provides a means by which to disseminate the information contained in the course, using a train-the-trainer format. The activities outlined in this manual explore the concepts and information contained in the Course, bringing it to life by using an active learning approach. The overall goal of the training outlined in this manual is to equip the trainers with the skills to train others on Presentation Skills

The trainer's manual is not the same as the course plan. The manual simply contains the outline of the steps as the trainer will use the content. These steps may be classified into four stages:
- In the preparation stage, list what the trainers and trainees will be doing. If there is an activity tell what the trainer will be doing to explain the game and what the trainees are expected to do.
- In the presentation stage, list the activities of both the trainers and the trainees (taking notes, answering questions and discussions).
- For the practice step, detail the activities of the trainees and describe what the trainer will say to introduce and monitor the practice.

Participant's workbook
The last part of writing a program consists of developing a participant's workbook. This should contain an agenda for the course, space for work and exercises and the notes, instructions for all activities, charts, graphs and other data used in the course, and any descriptive or background material not fully covered in the training sessions. I developed some content for the Communication Skills program and the new participant handouts for the Presentation Skills program. The communication skills module includes a power point presentation on body language and email and telephone etiquette. The Presentation Skills module was developed as a Handout (word document) for the participants.

PHASE 4: IMPLEMENT

After the instructional material for the training programs conducted by the internal faculty of Learning & Development is developed and validated, a course management plan is designed. This course management plan ensures that the courseware, class setting and the faculty are ready. This phase deals with coordinating the training sessions. Once the dates of a particular session are finalized, an email reminder is sent to the employees who have either accepted the invite or haven't provided any response to invite. A week prior to the Training program procedure mentioned above is followed again to get the data for latest response. After the participants are reminded, two checklists are prepared for each program. First is a Program Checklist and the second is a Training Checklist. Along with the Program Checklist, a Training Checklist is also prepared for each program to ensure that all the training materials and facilitation are available. The existing Training Checklist lacked most of the coordination, hence I was asked to design a new and an improved checklist which covered all the training coordination.

When Training is imparted, attendance is taken by training coordinator on hard copy. I coordinated most of the training sessions planned for the month of May and June. I was responsible for booking the venue for conducting sessions, arranging cabs for the participants if the training session is being conducted at an external location. I also made sure that all the training materials and other facilities such as training equipment are available and ready. The Implement phase also deals with conducting the training using a trainer, instructor coach or a facilitator. I also conducted some parts of the Communication Skills training for GTAS Service Line.

PHASE 5: EVALUATE

In the Evaluation Phase, we assess the measurement of results of the training and validate whether the training objectives and goals are met. At Ernst & Young, Donald Kirkpatrick's Evaluation model is followed. This Evaluation models has 4 Levels: Reaction, Learning, Performance and Results. The first three-levels of Kirkpatrick's evaluation -- Reaction, Learning, and Performance are largely "soft" measurements, however decision-makers who approve such training programs, prefer results (returns or impacts). That does not mean the first three are useless, indeed, their use is in tracking problems within the learning package:

- Reaction informs you how relevant the training is to the work the learners perform and their reaction to the training session (it measures how well the training requirement analysis processes worked).
- Learning informs you to the degree of relevance that the training package worked to transfer KSAs from the training material to the learners (it measures how well the design and development processes worked).
- The performance level informs you of the degree that the learning can actually be applied to the learner's job, i.e. the change in the behavior and performance on job (it measures how well the performance analysis process worked).
- Impact informs you of the "return" the organization receives from the training i.e. the ROI (Return on Investment). Decision-makers prefer this harder "result".

For evaluation of the effectiveness of a training session, a Feedback form is used. The participants are required to evaluate a particular training session on various parameters in the form namely, Course, Faculty, Venue and Overall. The Feedback forms are collected and the ratings of each session/program are then fed in a worksheet. An average is calculated for all the parameters of every session and the effectiveness of the program is represented graphically.

I was responsible for collecting the feedback forms from the participants for the following sessions:
    1. Presentation Skills (n = 16) – Delhi, May 13-14
    2. Communication Skills (n = 15) – Delhi, May 26-28
    3. Probing Skills (n = 18) – Delhi, June 2-3
    4. Negotiation Skills (n = 15) – Delhi, June 9-10
I fed all the ratings of each session on a separate workbook and then analyzed the effectiveness of each program by calculating the average of the ratings of the four parameters of each session. Thereafter, I graphically presented the comparison of the scores of those sessions. My analysis helped Learning & Development to identify both strong and weak areas and work on improving and strengthening the lacking areas in each session.

Following are the parameters against which the each session is evaluated and the average/mean of the responses:

Table 1: Parameters for evaluation

	Presentation Skills Delhi May 13-14 (n = 16)	Communication Skills Delhi May 26-28 (n = 15)	Probing Skills Delhi June 2-3 (n = 18)	Negotiation Skills Delhi June 9-10 (n = 15)
Course				
1. Programme coverage	5.0	4.6	3.3	4
2. Relevance to your work	5.0	4.7	3.3	4
3. Extent to which course objectives met	5.0	4.3	3.0	4
4. Usefulness of examples and activities	5.0	4.4	3.6	5
5. Quality of course material (if provided)	4.0	4.0	3.7	4
6. Structure of programme	4.0	4.1	3.4	4
7. Level of interaction	5.0	4.7	4.5	5
Average Course	4.7	4.4	3.5	4.2
Faculty				
8. Punctuality and effective use of available time	5.0	4.7	4.5	5
9. Ability to put views across effectively	5.0	4.4	3.8	4
10. Knowledge of subject	5.0	4.8	4.3	5
11. Programme delivery skills	5.0	4.7	4.4	5
12. Question handling skills	5.0	4.9	4.5	5
13. Ability to impart knowledge in subject matter	5.0	4.5	4.5	4
Average Faculty	5.0	4.7	4.3	4.6
Venue				
14. Adequacy of venue	4.0	4.4	4.3	5
15. Facility management during programme	5.0	3.9	3.9	4
Average Venue	4.5	4.1	4.1	4.2
16. Overall conduct of the programme	5.0	4.3	4.0	4

Average of the four parameters; Course, Faculty, Venue and Overall for each session are as follows:

Table 2: Average of the parameters

|	Presentation Skills, Delhi, May 13-14	Communication Skills, Delhi, May 26-28	Probing Skills, Delhi, June 2-3	Negotiation Skills, Delhi, June 9-10
Course	4.7	4.4	3.5	4.2
Faculty	5	4.7	4.3	4.6
Venue	4.5	4.1	4.1	4.2
Overall	5.0	4.3	4.0	4.0

PRESENTATION SKILLS
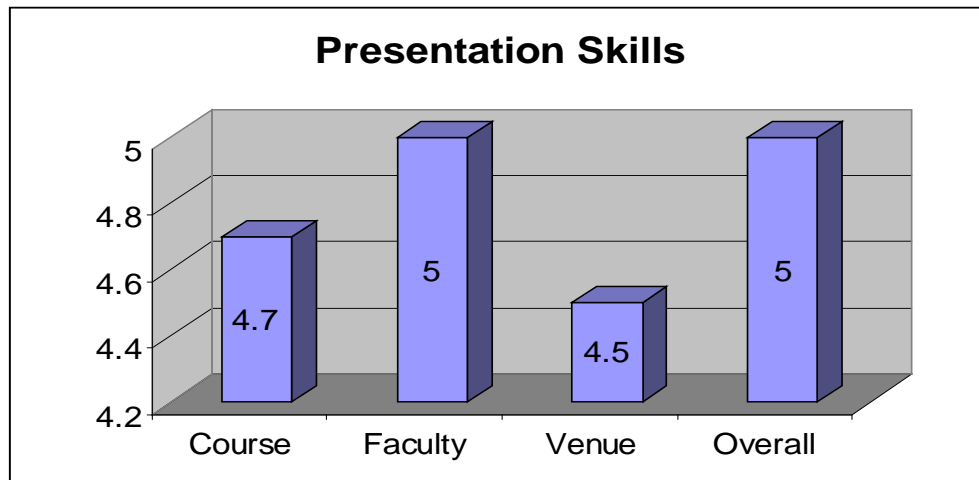
Figure 1: Presentation skills

Interpretations: 94% of the participants are satisfied with the course structure of the program while 6% are dissatisfied; 100% are satisfied with the faculty/trainer who conducted the program; 90% feel the venue where the session was conducted was excellent while 10% disagree on the same; the overall rating of the program is 100% effective.

COMMUNICATION SKILLS
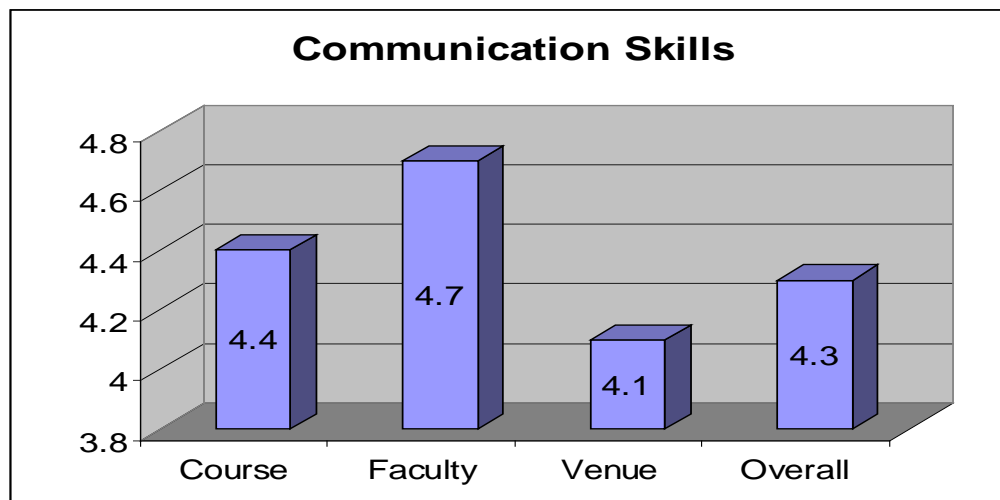
Figure 2: Communication skills

Interpretations: 88% are satisfied with the course structure and content of the program while 12% are dissatisfied; 94% participants are satisfied with the faculty/trainer who conducted the program; 82% participants have rated the venue as excellent while 18% voice a different opinion; the overall training program has been rated excellent by 86% while 14% are dissatisfied.

PROBING SKILLS
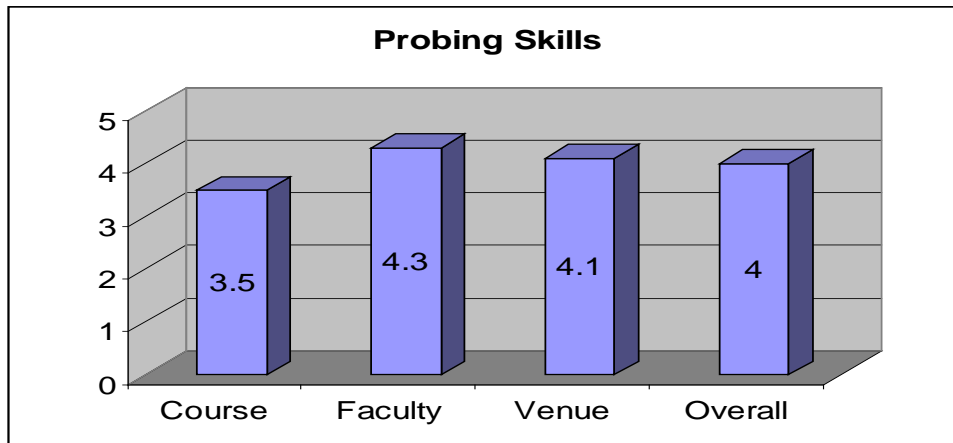
Figure 3: Probing skills

Interpretations: 70% found the course content and structure effective and relevant, while 30% found it average and ineffective; 86% have rated the faculty as excellent while 14% are of a different opinion; 82% have rated the venue as excellent while the remaining 18% have rated it as average; 80% have rated the overall program as excellent while 20% have rated it as good and average.
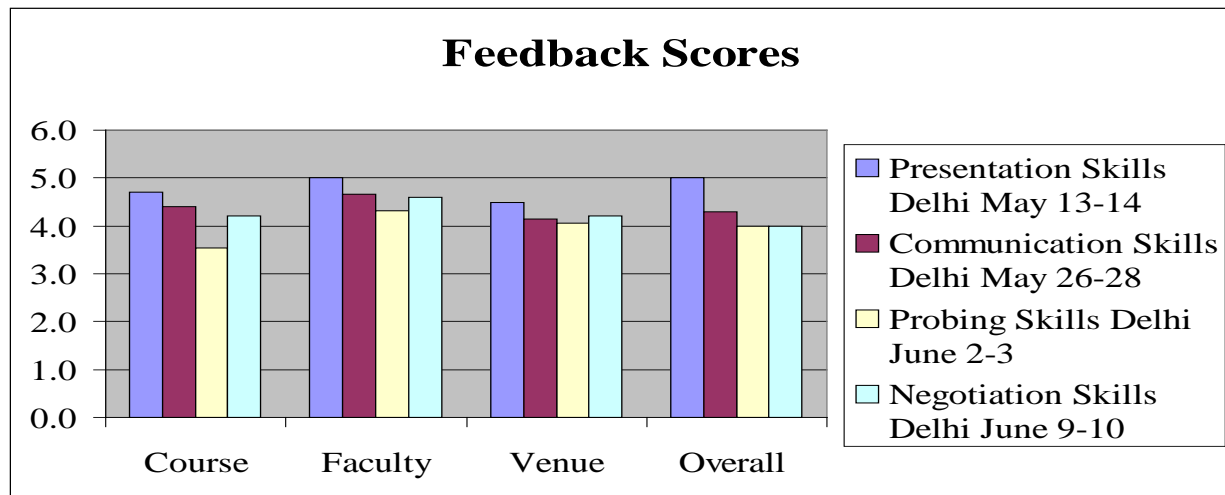
NEGOTIATION SKILLS
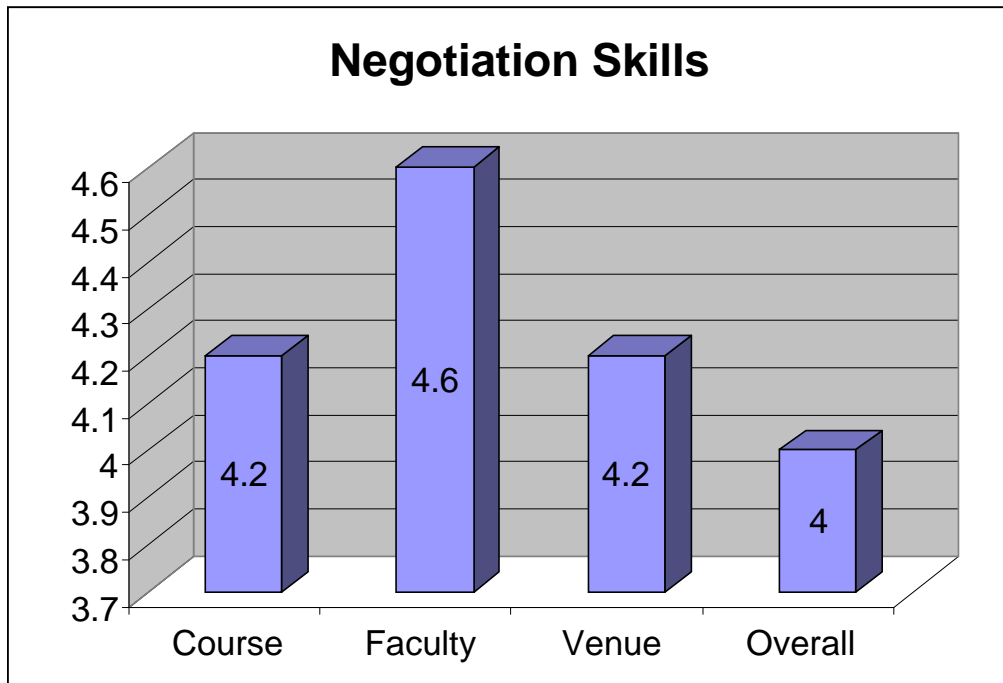
Figure 4: Negotiation skills

Interpretations: 84% have found the course structure and content as excellent while 16% have rated it as good and average; 92% have rated the faculty/trainer as excellent while 8% have rated it good. 84% are satisfied with the venue and have rated it as excellent while 16% have rated it as good or average; the overall training has been rated as excellent by 80% of the participants while the 20% have rated between good and average.

Graphical comparison of the effectiveness of each session:

Figure 5: Comparison of the effectiveness of each session

Interpretations: Hence, from the analysis, it can be said, that participants found the Presentation Skills session as most effective, followed by the Communication skills and Negotiation Skills session, while the Probing Skills session had the least rating and the participants did not find it as effective as compared to the other sessions.

Findings

From the above analysis and discussion, following are the findings and observations:
- Training is considered as a positive step towards augmentation of the knowledge base by the employees at Ernst & Young.
- The existing checklist used to coordinate the training programs is deficient in many ways and lacks most of the coordination activities such as logistics coordination etc.
- The existing Feedback Form only measures Level 1 aspect i.e. the reactions of the participants towards the training program. It is not a complete or a true measure of the effectiveness of the training as it does not take into account other aspects such as learning from the training, performance on the job etc.
- The objectives of the training programs were broadly known to the respondents prior to attending them.
- After analyzing the effectiveness of the Presentation Skills, Communication Skills, Probing Skills and Negotiation Skills training programs, following are the findings:
  1. Presentation Skills
     Course: most of the participants are satisfied with the course structure and content
     Faculty: 100% are satisfied with the faculty/trainer who conducted the program
     Venue: most of the participants feel the venue where the session was conducted was excellent.
     Overall: overall rating of the program is 100% effective.
  2. Communication Skills:

Course: 88% are satisfied with the course structure and content of the program and have rated it as excellent

Venue: 94% participants are satisfied with the faculty/trainer who conducted the program

Overall: the overall training program has been rated excellent by 86%

3. Probing Skills:

Course: 70% found the course content and structure effective and relevant

Faculty: 86% have rated the faculty as excellent

Venue: 82% have rated the venue as excellent while the remaining

Overall: 80% have rated the overall program as excellent

4. Negotiation Skills :

Course: 84% have found the course structure and content as excellent

Faculty: 92% have rated the faculty/trainer as excellent

Venue: 84% are satisfied with the venue and have rated it as excellent

Overall: overall training has been rated as excellent by 80% of the participants

- Some of the participants suggested that the time period of the training programs were less and thus need to be increased.
- Some respondents believe that the training sessions could be made more exciting if the sessions had been more interactive and in line with the current practices in the market.
- The training aids used were helpful in improving the overall effectiveness of the training programs.
- The training programs are adequately designed to cater to the developmental needs of the respondents.

Recommendations

After an in-depth study of each phase of the Training Cycle at Ernst & Young, following recommendations are made for consideration:

- The existing checklist for coordinating the programs at Ernst & Young lacked therefore a new improved checklist is recommended for all the programs.
- The existing Feedback Form is based on Level 1 : Reaction of Kirkpatrick's Evaluation model, the organization should include aspects of both Level 1 (Reaction) and Level 2 (Learning) of the evaluation model in its feedback form. A new improved Feedback Form which includes both the levels is recommended for all the training programs.
- The organization should measure the effectiveness of the training at all the other levels of the Kirkpatrick's model of evaluation. It should engage in conducting performance tests after a week of training in order to assess the change in one's performance and behavior on job.
- The organization should work towards improving the course content of the training programs by including more activities and examples in order to enhance learning. Further, quality of the participant handouts should be improved and the level of interaction between the trainer and the participants be increased. With regards to this, special attention should be diverted towards enhancing the quality of the Probing Skills training session
- The organization should also try to conduct training sessions at 4 and 5 star rated locations and ensure proper facility management during the programs in order to ensure that such events do not hinder the learning process.
- The organization should arrange train-the-trainer programs for the faculty of L&D in order to hone their training delivery skills and inculcate various group and personal coaching styles used to enhance learning.

Conclusions

It can be concluded that the employees of Ernst & Young are given complete opportunity for developing their skills individually as well as in a team. The firm helps the employee's in building their potential along with commitment and organization's development. At Ernst & Young, Training is an essential element for an employee; hence its importance plays a vital role in molding the employees' personality, making him more efficient for the job. Throughout the study, the need for training and development activities, the training process as well as the effectiveness of training programs at Ernst & Young has been highlighted. Hence it can be concluded by saying that Ernst & Young has a systematic training process and the employees at Ernst & Young are satisfied with the training initiative taken by the L&D of Ernst & Young. Most of the behavioral training programs have proven to be effective in the employees' career development and KSA enhancement.

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