Lesson - 7

TRAINING AND DEVELOPMENT

7.0 Objective:
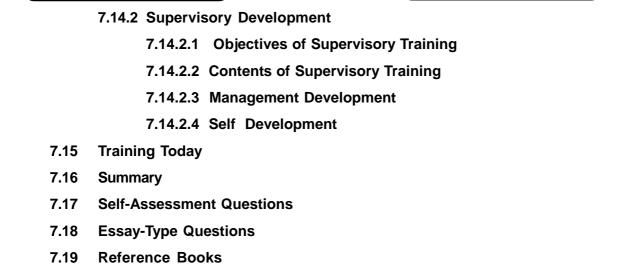
After completion of the lesson, you should be able to understand:

* meaning

* areas of Training Activity

* responsibilities of Training

* need for Training

* training Policy

* training Objectives

* training Methods

* sensitivity Training

* simulation

Structure:

7.1   **Introduction**

7.2   **Key areas of Training Activity**

7.3   **Responsibilities of Training**

7.4   **Need for Training**

7.5   **Techniques of Training Needs**

7.6   **Training Policy**

7.7   **Training Objectives**

7.8   **Design of a Training Programmes**

7.9   **Methods of Training**

7.10   **Sensitivity Training and its Merits and Demerits**

7.11   **Simulation**

7.12   **Implementation of Training Programme**

7.13   **Evaluation of Training Programmes**

7.14   **Development Programmes**

      7.14.1 Worker Development

7.1 Introduction:

Training is organisationally planned effort to charge the behaviour of employees so that they can perform jobs on acceptable standards. It provides the skill and knowledge required to perform the job. On the other hand, development is communicating organisational norms and values for the given roles. In other words, training is a short-term process and development is a long-term process. To develop human resources both training and development are combined, Training and Development include training of employees to perform their jobs and retaining the existing employees as and when their job requirements change. It involves the development of effective employees to suit the organisational needs.

Training is forum where the principles of courtesy, integrity, honesty and other human traits of highest quality can be taught. The trainers should be equipped with highest calibre and must be respected in the organisation. Trainers must create in the minds of the employees that training will help them grow in their jobs and add flovour to their career. Proper training creates a sense of oneness among employees. In other words, it develops team spirit.

Training serves as an effective tool to bring in change in the organisation. Training must be systematic and must provide assistance to solve organisational problems effectively. Hence, increased attention is paid to training and development activities in long-range organisation planning and short-range manpower projections.

7.2 Key Areas of Training Activity:

The following are the various key activities of training:

* identification of training and development needs

* provision of training schemes to sent common needs

* provision of internal training courses

* provision of external training facilities

* evaluation of training activities etc.

7.3 Responsibilities of Training:

The following are some of the responsibilities of Training:

* setting the training policy

* analysing the training needs

* co-ordination of training

* preparing long-term plans

* designing training programmes

* financing the training programmes

* selecting the proper trainees

* selecting trainers with potential

7.4 Need for Training:

Need for training arises when there is a gap between the present performance and the desired performance. In other words, the need for training arises when there is a difference between the actual performance and standard performance. This difference or gap can be determined on the basis of 'skills analysis'. Skills analysis involves five steps. They are:

* determination of the major requirements of the specific job

* identification of tasks to be completed or accomplished.

* understanding the procedure needs to accomplish the tasks

* analysing the skills needed to accomplish.

* identifying the problems of the job and analysing the skills needed to tackle the problem.

The object of determining training need in the organisation is to find out what training has already done by various departments in the organisation. Information relating to the need for training can be obtained from the notes taken at the initial selection interview. The selected may be efficient in some skills and deficient in some others. It is the training that bridge this gap. Training needs can also be assessed by analysing the problems that arise in the organisation. In brief training needs can be determined by what the firm does not do as well as by what it does.

7.5 Techniques for Determining Training Needs:

The research committee of the American Society of Training evolved eleven techniques for determining training needs in the organisation. They are:

* observation

* requests of management

* interviews

* conferences

* activity analysis

* questionnaires

* examinations

* merit ratings

* personal records

* production reports and

* long-range planing of the organisation

7.6 Training Policy:

Each and every company must evolve a clear-cut training policy. Such a policy makes the top management responsible to train its employees. Training Policy is needed for the organisation because of the following reasons:

* to indicate to the employees, the intention of the management to develop human resource in the organisation.

* to identify deficit areas where training is needed in the organisation.

* to provide an opportunity to the employees to develop their skills to suit the technological changes.

A proper training mission must consider:

* Whom to train?

* What to train?

* When to train? and

* How to train?

7.7 Training Objectives:

Organisation must specify its objectives. It is because objectives define the content of the training programmes by providing clear statements of what is to be learned exactly. There are three characteristics of a useful instructional objective. They are:

* it should define the behaviour that will be accepted as an evidence that the trainee has acquired sufficient knowledge to achieve the objective.

* it should define the conditions under which the performance is expected to occur.

* it should define a level of performance which is acceptable.

The success of any training programme depends on the extent to which training programmes are accomplished. Defined training programmes help the trainees to know what is expected of them after their participation in the training programmes.

The following are some of the common objectives of the training programme:

* to enhance the skill and knowledge of the employees.

* to make them aware of the on going changes in technology.

* to develop skills to shoulder higher responsibilities

* to promote individual development

* to improve the quality and quantity in output etc.

7.8 Designing a Training Programme:

To meet the organisational training needs a training programme must be designed. The training and development needs can met either within the organisation or outside the organisation. The training and development professionals can implement programmes within or employees can attend training programmes conducted by the outside organisations. The following factors are to be considered in designing a training programmes:

Areas of Training Content: There are four basic areas of training programme content. They are: information, acquisition of skills, attitudinal change, decision making and problem solving skills.

Key Learning Principles: Some training methods incorporate various key learning principles different from others. Certain learning principles are more important than others. They depend on the area of training content. The most important learning principle is feedback about one's performance.

Trainee Characteristics: It specifies the number of employees who need training, their ability levels, and individual differences in training needs. Every one should be involved whenever the organisation adopts changes.

Cost Factors: Cost of the training programme is very important. It is the cost which determines the size of employees to be trained. If the organisation can spend more then more employees can be trained and vice-versa.

7.9 Training Methods:

The following are the major methods of training and development programmes:

Lectures: It is the traditional method. In this method, the trainer verbally presents information to a group. The group may be small or large. Visual aids are generally used.

Merits: * it provides basic theoretical knowledge

* a larger group can be instructed.

* facts, principles and concepts can be learnt.

It has its short-comings. Inspite of this, this method is a common training method because of its low cost.

Films and Televisions: They are pre-corded. They can be shown on a movie screen. Its initial cost is high. They can be repeatedly used in different places. Its main advantage is that it can show objects and process in detail and in motion. If facilitates transfer of skill because of visual images. They last for long than verbal ones.

Programmed Instruction: It presents information in small books either in book firm or through a

teaching machine. After reading each lesson the learner has to answer the questions about it. Feed back in the form of correct answers is provided after each response.

The main advantages of this method is that it is self-paced. Trainees can progress through the programme at their own speed. The material is structured. So, it gives an opportunity for practice. It is costly, yet it is useful as it is flexible and can accommodate a number of employees at different times and in different locations.

Computer Assisted Instruction: It is similar to programmed instruction. It uses the computer storage and memorary capabilities to individualised instruction. It facilitates the learners to beginning at their appropriate level of learning and carry on at their own pace. In terms of learning principles, it is almost similar to programmed instruction. It cost is high, but repeated use may justify the cost. Research reveals that learning process is faster in this method though not superior.

Job Instruction Training: It is a old technique. It is one of the methods of job training. It is referred to as, Tell, Show, Do and Review. Several programmes can be conducted on the job. They provide hands on learning experience. It includes job instruction, internship, job rotation and so on. It is an excellent method though it is costly in terms of the trainer's time as he has to monitor the trainees personally. It can be very effective, if it is planned and structured.

Vestibule Training: It is similar to Job Instruction Training. In this method trainees are taught how to use machinery and tools on the job. There may be some problems in the transfer of learning process unless the machinery used is identical to these used on the job. It can not stimulate work environment conditions as noise, distractions etc. It facilities the employees to develop skills in a pressure free atmosphere.

Coaching: In this method the trainer works along with the trainees. The trainer monitors the behaviour of the trainee by assigning a task. This method is used to train all kinds of employees. It includes unskilled to managerial cadres. It depends more on the quality of the trainer. It is expensive if a trainer has a few trainees to be coached. If the employees to be trained is large group, it becomes cheap.

Conference/Discussion: It is a directed discussion on a specific topic conducted with a relatively small group of trainees. Trainees have a large degree of verbal interaction with the discussion leader and with one another. Thus, it becomes a useful tool for teaching and exploring difficult conceptual material and for changing attitudes. It provides a very good opportunity for feed back, motivation, and transfer due to the active interchange between the participants. It is expensive than lecture method as the group size should not be more than twenty.

Role Play: It teaches inter-personal skills by having two or more trainees interact with in the context of a realistic situation. The situation is defined in case a format so that each trainee receives the same information. Each trainee plays the role of a specific person in the situation. Trainees can practise new behaviours under this method. A trainer provides feedback. Feedback and motivational properties depend mainly on the skill of the trainer. It's cost is moderately high as a single trainer can not handle more than one or two small groups of role players.

Behavioural Modelling: It is one of the modern methods for teaching interpersonal skills. It teaches specific skills by -

* presenting a model of the behaviour to be learnt.

* allowing trainees to practise the modelled behaviour and

* providing feedback on practice trials.

It is flexible method. The slow learner can have more time. Moreover, trainees at other levels can be placed in other groups. It is relatively expensive as it uses videotape systems. The group size should not exceed more than twelve trainees.

This method is based on the idea that workers learn best when they see a task being performed. Later, they can practice the task till they become competent. It is similar to role-playing where the trainees act out situations playing certain roles. It teaches the trainees the right way of performing a task by themselves. If they make a mistake the trainer immediately corrects them. It is mainly used at the managerial level.

T-Groups: In this method a small group of trainees are used. They meet the trainer and gain insight not only in their own behaviour but also in the behaviour of others. Meetings have no agenda and questions deal with the hear and know of the group process.

Discussion focuses an why participants behave as they do and the feelings and emotions generated in the interaction process. It gives the participants an opportunity to practice new behaviours. It works on unstructured material.

Case-Method: It is one of the familiar methods of teaching. It presents an organisational problem to the trainees. The object of this method is to teach trainees to analyse the information, to generate alternate solutions to the problems, etc. Cases can be analyzed either by individuals or groups. Feedback and reinforcement are provided through oral discussion in the class. Through case analyses, trainees can learn to transfer appropriate principles to examples of real problems. It is one of the least expensive methods of teaching.

In-basket technique and Business games are also used to trainee employes in the organisation.

7.10 Sensitivity Training:

It is a part of human relations training which aims to make act and feel differently. It is based on the concept of empathy. In this the trainee perceive a situation with the view of another person. It was developed by **Kurt Hewin** and is popular in USA.

It promotes understanding of self, understanding of others and culture recognition. Its object include an understanding of oneself and sensitivity to others and an ability to listen others.

Merits:

* It leads to increased awareness of one's own self.

* It leads to increased empathy to the problems of others.

* It creates an understanding that organisational problems are interdependent on the personal role in the organisation.

* It leads to interpersonal competence in problem solving.

* It increases the morale and motivation in the organisation.

Demerits:

Difference of opinions may crop up in the process of sharing experiences as it is not pre-determined.

* The objectives of this method do not go hand in hand with corporate goals.

* under exercise of this training may lead to either extreme excitement or excessive depression.

* The trainer may not have control on this session. Hence, the results can not be pre-determined.

* The ultimate output of the sensitivity training can not be ascertained.

It has given scope for controversy. It creates tension what many people can not bear. It may lead to enmity and bad feeling rather than improved behaviour.

Defenders of the technique respond that all true learning entails tension and frustration. Finally, no doubt it is a high-powered technique which should be used only by a leader with unusual skill and maturity.

Simulation: Simulation is a powerful method of training for achieving behavioural changes. It facilitates to act as if they were in a real situation. It enhances learning effectiveness. It is advantageous over experience based training.

It is a training exercise where a model of reality is used. Unlike theoretical learning of skills a simulation is based more on reality as it involves action on the part of the learner. The main objectives of simulation are :

* to change attitudes

* to develop skills and

* to identify needs and problems.

Simulation always involve decision-making about doing something or not doing something. Simulations involve trail and error and error provides a basis for learning.

Simulations have many similarities in case studies but are much more complex. It is a highly active process that allows people to discuss, analyse reflect and review almost every organisational process.

In simulation, every participant become involved and has a specific role to play. Participants perform roles which may or may not reflect their own job roles. It cannot be predicted accurately as the progress is dependent on the learners themselves. It is a most complex and difficult training activity to prepare and perform, but a successful simulation can produce learning rewards obtainable by any other approach.

7.12 Implementing the Training Programme:

A training programme is an on going process and its thrust has been changing from time to time, depending on the current needs of the organisation. Training programmes in the true sense do begin and end with the programme schedule, For a participant, the programme starts when he is informed of his nomination. Sufficient care should be taken and see that the nomination is need-based.

The training professionals are responsible, once a training programme has been designed for its implementation. The responsibility includes planning and execution.

The training programme must be well planned. An un-planned programme may create a negative impression on the part of the trainers and the trainees. The trainers must know the purpose

of training well in advance. The managers, supervisors and personnel staff may serve as trainers at times. Training must be imparted to those with training responsibilities also. Training the trainers is an important responsibility of training specialists.

Factors responsible for the success of training are:

* Top management support, commitment etc.

* Team encouragement

* High standards of professionalism

* Adaptability to different individual and group characteristics.

* Recognition that training is cost-effective etc.

7.13 Evaluating Training Systems:

The effectiveness of in-house training programmes is taken 'on faith' by many employers. For years, psychologists and many training professional have argued that organisations spend for too little money and time evaluating the effectiveness of training programmes.

A major reason to evaluate training programmes is to determine whether they are acting the training objectives or not. A training prgramme which does not change employees skill or attitudes in the desired direction should be modified. Another reason is to assure that any change in trainee's capabilities are due to the training prgramme and not to other conditons. Another reason to evaluate training programmes is to be able to explain programme failure should it occur. There are four training effects which can be evaluated:

* Reaction   : Did trainees like the programme?

* Learning   : Did the trainees learn the facts, principles etc. they were to learn?

* Behaviour   : Did the trainee's behaviour on the job change?

* Results   : What final results were achieved?

For an evaluation to be effective, training programmes must be conducted as per the accepted norms. A training programme may fail due to many reasons. The training programme may be retained or dis-continued depending on the results. It is seen as an activity undertaken as a ritual than a bottom line improving activity. One has to find out what is actually achieved before drawing conclusions as to the costive effectiveness of the training programmes.

Course Evaluation: Its main objectives are:

* to assess the suitability of the aims and objectives of the course programme.

* to find out whether the course is meeting the objectives or not.

* to consider the suitability of the course content.

* to judge the use of materials used in the course.

* to assess the adequacy of administrative arrangements.

* to develop models of good training practice and so on.

7.14 Development Programmes:

7.14.1 Worker Development:

Development programme enhances the knowledge, skill and ability of the workers in the organisation. It gives confidence and necessary capacities to take additional responsibilities in the company. It helps the organisation also to have a pool of trained work force which can make more contribution in case of changed situations. To specify as an example job training and apprenticeship training come under this category. Job training method is widely used as jobs can be learned in a short span of time in industry. It strongly stimulates the work force to learn as it is located in a natural situation of a class-room. Its success mainly depends on the immediate supervisor and the personal department. It is the personal department which has to play a responsible role for making a effective trainer out of every supervisor.

Apprenticeship programmes are generally meant for higher level management. In large organisations various types of apprentices may be trained continuously. They include craft apprentices to graduate apprentices. Job training and Apprenticeship Programmes will have a combination of theory and practice. Thus, they make class-room teaching effective in particular subjects. These are available in a number of crafts such as electricians, welders, trainers, carpenters and so on.

These are all the more important for HRD workers. It very important for service sector workers as if the service sector is properly developed, the quality of service would be of first rate. Railways, banks, insurance companies, and education institutions are the most important service sectors in which HRD for workers play a crucial role.

7.14.2 Supervisory Development:

Training is important not only unskilled and skilled in productive departments but is equally important for supervisory staff in the organisation. Unless the supervisory staff is properly equipped with the organisational skills, they can not control the lower level. Therefore, training for supervisors must be tailor - made to suit the needs of the organisation. A properly trained supervisor only can develop team spirit.

7.14.2.1 Objectives of Supervisory Training:

* to help the existing supervisors in developing their skills

* to help them to be ready to handle any situation at higher level management in case of need.

* to help in building security and status of the supervisory and

* to help in enhancing their technical and human relations competence.

7.14.2.2 Contents of Supervisory Training:

* includes supply of necessary reading materials

* includes job rotation to enhance skills in other areas

* includes holding of staff meetings

* includes visits to other industrial units

* includes lecturing and teaching

* includes role playing, case studies, conferences and so on.

The main object of supervisory training is not to teach but inculcate the habit of desire to learn in an individual. Managers and supervisory staff are required to be stimulated rather than to learn.

7.14.3 Management Development:

Managers are not born but are made. Basing on this modern principle organisations are conducting a number of management developmental programmes. It is a systematic development training by which the managerial personnel gain alround development to conduct organisational activities effectively and efficiently. In other words, management development is an educational process of utilising organisational procedures. The educational process lay stress on the conceptual and theoretical knowledge for general purposes.

The need for management development has been felt since the beginning of this century. Earlier, this process was taken to benefit only a few but now the organisations has been widening its scope and tapping even the fresh from institutions rather than concentrating on those who are in management positions. The need of the hour is that the organisations must realise that they will not survive unless they keep pace with modern management education, research theory, principles and practices.

Hence, in reality, in the absence of management development programmes, the managerial personnel would become obsolete un-doubtedly.
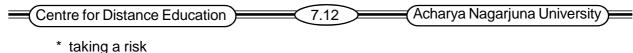
7.14.4 Self-Development:

In the absence of self-development, management development will become futile. Even the formal training programmes will not produce effective results unless the manager and the trainee is motivated properly. Self-development is a separate method which has been in use since late 1970's. In the beginning, the meaning of self-development was coined in different ways. But, finally, it is accepted that the self-development has two characteristics mainly. They are development of the self and development by the self.

7.14.4.1 Development of the self includes:

* a new sense of confidence

* understanding one-self

* feeling of a positive - image

* tolerance of others

* acquiring new skills

* deciding on what is to be done in future.

7.14.4.2 Development by the self includes:

* thinking out new ideas

* putting an end to the old ideas

* trying out something new

* taking a risk

* stepping into the un-known

* trying to achieve a goal.

7.15 Training Today:

Training has become essential in the present scenario. Now, the employer's option is how to train, what to train, when to train and how much to train but not to train or not to train its employees. The changing nature of work-force has made training a must.

The training field is on the move. It is becoming professional day by day. To meet this challenge we need effective and efficient trainers than before. In any organisation, irrespective of the levels in the company, every individual must be a life long learner. Otherwise, even the top management personnel will become absolute. The life long learning process must be continuous and planned. Therefore, it is only those organisations which are able to give relevant training to their employees can only prevent obsolescence and can survive in the market-driven and competitor ridden economic environment of the future.

7.16 Summary:

Training is a learing process that involves the acquisition of concepts, skills, and abilities to enhance the perfomance of employees. Today, training has been gaining momentum to meet the challenges of globalisation, quality improvement and competition. Hence, in the present enviroment, the need is to train employees in acquiring new skills, determining the training needs, establishing organisational objectives and assist in building healthy attitudes. Effectiveness of training mainly depends on the proper diagnosis of the training needs and the formulation of strategy for implementing training as an appropriate intervention.

Necessary in-house training programmes must be designed for various levels of employees in the organisation. The various steps in the evaluation of training and development include reaction, learning and behaviour. Training can be of significant value only when it contributes to organisational excellence.

7.17 Self-Assessment Questions:

1. What is training?

2. What is Development?

3. Training Policy?

4. Objectives of Training?

5. Simulation

6. Sensitivity

7.18 Essay Questions:

1. Explain the training needs and objectives.

2. Explain the various training methods.

3. Explain the merits and demerits of sesistivity training.

4. Explain the various types of Development Programmes.

7.19 Reference Books:

1. Human Resource Management   - Price N. Personnel.

2. Preparing Instructional Objectives   - Mager. R.F.

3. Personnel Training in Hand Book
   of Industrial Organisational psychology   - Hanricks. J.R.

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