**Training**

Training is a process, whereby people acquire capabilities to perform jobs. Poorly trained employees may perform poorly and make costly mistakes. Training provides employees with specific, identifiable knowledge and skills for use in their present jobs. Sometimes a distinction is drawn between training and development, with development being broader in scope and focusing on individuals gaining new capabilities useful for both present and future jobs.

*“Training means to prepare an individual to do job for which he has been hired. This covers both orientation and specific instruction.”*

Training may include **hard skills** such as teaching a programmer-how to use c++ computer language, an accountant-how to make an income statement, or a mechanist apprentice-how to set up a drill press. **Soft skills** are critical in many instances and can be taught as well. They include communicating, mentoring, managing a meeting and working as part of a team. Training involves organizational competitiveness, knowledge management and integration of performance. Training represents a significant expenditure in most organizations. But it is too often viewed tactically rather than strategically, as upper management is often not clear, what it wants from training and therefore fails to connect training with the strategy and goals of the organization. Training activities helps to:

• Develop new employee skills.

• Encourage change.

• Promote continuous learning.

• Create and share new knowledge.

• Facilitate communication and

• Improves retention of the employees

**Meaning & Definition**

According to Edwin Flippo “Training is the act of increasing the knowledge & skill of an employee for doing a particular job.”

The following features have been directly associated with improved employee and organizational outcomes:

* Start with training needs assessment.
* Identify and communicate purpose, objectives, and outcome.
* Relevant content.
* Active demonstration.
* Opportunities for practice.
* Regular feedback during training.

Post-training environment

• Difference between training & Development & OD

• Points of Difference

* Objective & Purpose
* Duration
* For Whom
* Skills Taught

**Training is important for the following reasons:**

* Increased productivity
* Higher employee morale
* Less supervision
* Less wastage
* Easy adaptability
* Reduced turnover and absenteeism
* Employee Development

**Steps of training:**

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**Assessment of Training Needs:**

**Introduction**

Training needs are those aspects necessary to perform the job in an organization in which employee is lacking attitude/aptitude, knowledge, skill etc.

**1. Training need assessment stage includes the following:**

* Organizational analysis.
* Departmental analysis.
* Job/Role analysis.
* Employee analysis

**Assessment methods:**

* Organizational requirements.
* Department requirements
* Job & employee specifications.
* Identifying specific problems.
* Anticipating future problems.
* Management’s requests.
* Observation
* Interviews
* Group Conferences.
* Questionnaire surveys.
* Test or examinations
* Check lists
* Performance appraisal

**2. Classification of Training objectives:**

**Innovative**

Anticipating problems before they occur.

Team building sessions with the department

• **Problem Solving**

Training clerks to reduce complaints

Training supervisors in communications to reduce grievances.

• **Regular**

Orientation

Recurring training of interviewers.

Refresher courses on Training procedures

**Developing Training policy and plan:**

• After assessing training needs for the organisation, training and development objectives are to be established. These objectives are essential for designing training programs. Objective can help in measuring the training programmes effectiveness. Such objective should be tangible and measurable. It is easy to evaluate skills in terms of results, etc. But not in case of behavioral objectives. However, some behaviour standards can be planned and then evaluated.

**3. Designing Training programmes:**

• **Design of training program should focus on**

i. Instructional objectives

ii. Principles of learning and teaching iii. Principles of training

iv. Characteristics of instructor v. Content of the program

**The training programme will consist of the following steps:**

* Responsibility for Training
* Selection and motivation of the trainees.
* Preparation of trainer.
* Training material.
* Training period.
* Performance tryout.
* Follow up

**4. Conducting or Implementation of Training programmes:**

**Introduction**

• It is the responsibility of the instructor to implement the training programme by choosing an appropriate method of training:

• Training Method

**Audio Visual Methods and E Training**

• **Training conduct/Training Procedure**

* Preparing the instructor
* Preparing the trainee
* Getting ready to teach
* Presenting the operation
* Try out the trainees’ performance

**5. Evaluation of Training:**

• **Definition of Training Evaluation:**

It has been defined as “any attempt to obtain information on the effects of training performance and to assess the value of training in the light of that information.”

**Methods of Training Evaluation:**

**(i) Hamblin’s Five levels of training evaluation**

* **Reaction**
* **Learning**
* **Job Behaviour**
* **Organisation**
* **Ultimate Value**

**(ii) Krikpatrick and Pecuniary Utility Models of Training effectiveness.**

Level 1: What is Participants reaction

Level 2: Did participants improve knowledge & skills

Level 3: What extent participants change their behaviour

Level 4: What is organizational Benefit