

TRAINING AND DEVELOPMENT

LEARNING OBJECTIVES

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14.1 INTRODUCTION

The efficiency of an organisation depends on how well its members are trained. Newly hired employees almost always need some training before they can take up their work while older employees require training both to keep them alert to the demands of their present job to fit them for transfers and promotions.

Training also motivates employees to work harder. The employees who understand their jobs are likely to have higher morale. And the very fact that management is confident enough of their abilities to invest in training provides a sense of assurance that they are valued members of the organisation. This is particularly important in dynamic companies undergoing changes in technology and methods. Such changes as automation are resisted when workers fear that they will not be competent to assume the new jobs that are being created. Training, education and development are the three terms that are frequently used. On the face of it, there might not appear any difference between them, but when a deep thought is given, there appears some differences between these. In all the training there is some education and in all the education 'there is some' training. And the two processes cannot be separated from development. Precise definitions are not possible and can be misleading, but different persons have used these activities in different ways.

14.2 DEFINITIONS OF TRAINING AND DEVELOPMENT

1. According to Dele Yoder, "Training is the process by which manpower is filled for the particular job it has to perform."

2. According to **Michael J. Jucius**, "Training is a process by which the aptitudes, skills and abilities of employees to perform specific jobs are increased."

3. The view of **Dale S. Beach**, "Training is the organised procedure by which people learn knowledge and or skills for a definite purpose".

4. According to **Flippo**, training is the act of increasing the knowledge and skills of an employee for doing a particular job. The major outcome of training is learning. A trainee learns new habits, refined skills and useful knowledge during the training that helps him improve performance. Training enables an employee to do his present job more efficiently and prepare himself for a higher level job. Training, thus, may be defined as a planned programme designed to improve performance and bring about measurable changes in knowledge, skill, attitude and social behaviour of employees.

Basically, it is a learning experience that is planned and carried out by the organisation to enable more skilled task behaviour by the trainee. Training imparts the ability to detect and correct error. Furthermore, it provides skills and abilities that may be called on in future to satisfy the organisation's human resources needs. Training may be carried out on the job or in the classroom and in the latter case, it may be on site or off site perhaps in a motel or a training centre -or it may be in a simulated environment that is thought to be similar to the work environment in important respects. In any case, trainees are expected to acquire abilities and knowledge that will enable them to perform their jobs more effectively.

14.3 DIFFERENCES BETWEEN TRAINING AND DEVELOPMENT

| S.No. | Point of Distinction | Training | Development |
|-------|------------------------|---|---|
| 1. | Content | Technical and mechanical skills and knowledge | Managerial and behavioural skills and knowledge |
| 2. | Purpose | Specific job-related | Conceptual and general knowledge |
| 3. | Duration (Time period) | Short-term | Long-term |
| 4. | From whom | Mostly technical and non-managerial personnel | Mostly for managerial personnel |
| 5. | Nature of Process | Reactive process to meet current need | Proactive process to meet future needs. |

14.4 NEED AND OBJECTIVES OF TRAINING

The need for training in part depends upon the company's selection and promotion policies. Companies that attempt to employ only the people who already have desired skills, place less emphasis on training. On the Other hand, firms that stress promotion from within may have to take special steps to ensure that employees develop the skills which will be required.

Three trends have contributed in recent years, to pay more attention to the development of skill. One, fewer and fewer skills are now regarded 'inborn' that cannot be taught. It is hoped that one can learn almost all aspects of a job by reading. That is why we find nowadays almost all technical details of a job written out in the instruction manuals. Two, the accelerated rate of technological change – in the plant; office, and marketplace is making many skills obsolete. Workers have to be retrained to do new tasks. Three, globalization is making it increasingly essential for workers and executives to be aware of diverse gaffes, life styles and attitudes of people in other countries. They need to learn many things such as how

to introduce oneself before a foreign client, converse and negotiate talk on telephone, use body language and 'so' on.

'Surveys' indicate that nearly all large organisations employ some formalised training. The major objectives of training are as follows:

1. To train the employees to increase his quantity and quality of output. This may involve improvement in work methods or skills.
2. To improve the quality of work: Best knowledge of proper techniques of doing the job enables and employees to specialise in it.
3. To train the employees to avoid social mistakes.
4. To train the employees for promotion to higher jobs.
5. Development of knowledge during the course of training, employees once groomed for a particular job, as a result of which they acquire special knowledge.
6. To train the employees in the company culture pattern.
7. To procure trained employees and look after them in a manner that they do the job of organisation in the best manner.
8. To train the employees towards better job adjustment and high morale.
9. Trained employees are proficient in their job. The proper technique of the work and so not much supervision is required in their case if all the employees are trained.
10. To reduce supervision, wastage and accidents. Development of effective work habits and methods of work should contribute towards a reduction in the accident rate, less supervision and wastage of material.

14.5 TYPES OF TRAINING

Generally training programmes are used in different organisations, depending on requirements and size of their manpower. Some of the commonly used programmes may be listed below:

1. Orientation training: Orientation or induction training tries to put the new recruits at ease. Each new employee is usually taken on a formal tour of the facilities introduced to key personnel and informed about company policies, procedures and benefits. To be effective, orientation training should be well planned and conducted within the first week of employment. Such a pre-Job training helps the recruit to familiarise himself with the job and its settings.

2. Refresher training: Rapid changes in technology may force the companies to go in for this kind of training. By organising short-term courses which incorporate the latest developments in a particular field, the company may keep its employees up-to-date and ready to take on emerging challenges. It is conducted at regular intervals by taking the help of outside consultants who specialise in a particular discipline.

3. Job instruction training: Job Instruction Training (JIT) was popular during World War II. It was offered to white-and-blue-collar employees and technicians, with a view to improve their job-specific skills. The approach, basically, consisted of four steps:

- (i) To ask the trainees to do the job as often as necessary until satisfactory performance is obtained.
- (ii) To orient trainees to the job situation by providing them with an overview of the job.
- (iii) To evaluate employee performance periodically and offer supplementary training, if necessary.
- (iv) To demonstrate the entire job, using the services of experienced trainers.

4. Vestibule training: It is a training offered on actual equipment used on the job but conducted away

from the actual work setting - a simulated work situation.

5. **Apprenticeship training:** Commonly found in industries such as carpentry and plumbing, apprentices are trainees here who spend a prescribed period of time working with an experienced, master worker.

6. **Safety Training:** Training provided to minimise accidents of damage to machinery is known as safety training. It involves instruction in use of safety devices and safety consciousness.

7. **Remedial Training:** Generally, training is arranged to overcome the shortcomings in the behaviours and performance of old employees. Some of the experienced employees might have picked up appropriate methods and style of working. Such employees are identified and correct work methods or procedures are taught to them. Remedial training should be conducted by psychological experts.

14.6 PRINCIPLES OF TRAINING

Providing training the knowledge of different skills is a complex process. A number of principles have been evolved following guidelines which can help to make training more effective.

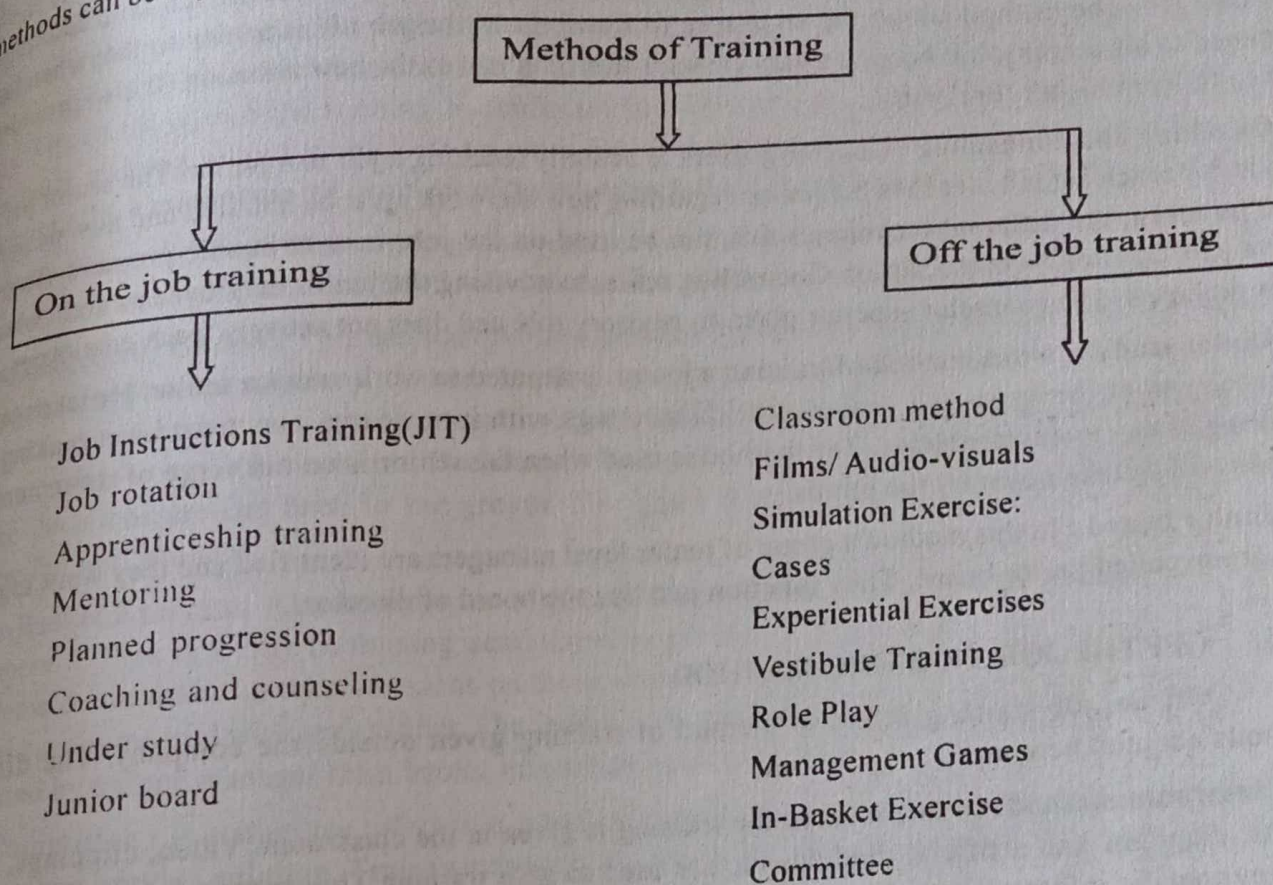
1. **Practice:** A trainee should actively participate in the training programmes in order to make the learning programme an effective one. Continuous and long practice is highly essential for effective learning. Jobs are broken down into elements from which the fundamental physical, sensory and mental skills are extracted. Training exercises should be provided for each skill.
2. **Trainee must be Motivated to Learn:** An employee must see a purpose in learning the information presented and have a clear understanding of what is presented. If these two factors are considered, there will be a greater chance of satisfaction. A good trainee perceives an opportunity of real satisfaction for training.
3. **Training Policy:** A clearly defined training policy serves as the guide for designing and implementing training programmes. Such a policy should specify who is responsible for training, what is to be spent on training etc.
4. **Appropriate Training:** The methods and processes of training should be related directly to the needs and objectives of the organisation. It should be conducted as far as possible in the actual job environment so as to be meaningful. To be effective training should be based on the tested principles of learning.
5. **Progress information:** It has been found by various research studies that there is a relation between learning rapidly and effectively and providing right information specifically, and as such the trainer should not give excessive information or information that can be misinterpreted. The trainee also wants to learn new skills without much difficulty and without handling too much or receiving excessive information or wrong type of progressive information. So, the trainer has to provide only the required amount of progressive information specifically to the trainee.
6. **Organised Material:** Training material should be properly organised. A complete outline of the whole course should be distributed in advance so that the trainee can prepare themselves before coming to the class. Training material should be prepared by the training section in consultation with line supervisors.
7. **Distribution of Learning Periods:** The instructor must remember that learning takes time. And teaching in segments, over a time span, rather than all at once may be desirable. An employee must learn, reinforce and review. Every employee may be imparted with facts from other employees, the

supervisor, the family, television and friends – so much so that there is a natural “forgetting factor” to everything he hears. Therefore, many short sessions spread over a long period, with opportunity to review, are sometimes better than two long sessions held over a short period. Learning a policy, remembering it, and establishing it as a part of an everyday function may take some time. Too many supervisors expect their workers to adopt the “company attitude” and to put it into practice in a very short while. This should be avoided.

8. **Preparing the instructor:** The instructor or trainer is the key figure in a training programme. The trainer should not only be a good teacher but must know the subject and the job also. Good trainers should be developed both from inside and outside the organisation.
9. **Individual Differences:** Individual training is costly, and group training is economically viable and advantageous to the organisation. But individuals vary in intelligence and aptitude from person to person. So the trainer has to adjust the training programme to the individual abilities and aptitude. In addition, individual teaching machines and adjustments of differences should be provided.
10. **Learning must be reinforced:** New ideas and skills need to be practised as soon as they are learnt. Unfortunately as human beings we tend to forget 50 percent of what we learn within the first forty-eight hours unless we recall the things learnt. Hearing a concept once does not mean we will remember it. When on the job, both positive and negative reinforcements should be used. If behaviour is undesirable then negative reinforcement such as denial of a pay raise, promotion, or transfer can be effective. However, during the orientation and training period, positive reinforcement is more effective than negative reinforcement. According to Behaviours Modification Model developed by **B.F. Skinner**, the more a desired activity or new knowledge is repeated and rewarded with verbal praise, physical rewards, or income, the more it will be remembered and becomes a part of a person's behaviour. In on-the-job training, the three concepts can be used: (i) tell, (ii) demonstrate, and (iii) have the employee try it. Repeating the process as many times as necessary until the new employee can do the task on his own provides the opportunity to reinforce individual steps as often as necessary. Also it gives the trainer the opportunity to use behaviour modification techniques when the employee tries the task. Practice and repetition are almost synonymous with learning.
11. **Feedback on Learning:** People like to know how much they have learnt or how well they are doing. The sooner the employees know the results of a quiz or test, the later they can assess their progress. The sooner the employees receive positive feedback from the trainer, the less time they will waste in learning. Self-graded tests and programmed learning kits provide the necessary feedback to a person on his progress on a particular subject. The principle does not necessarily mean frequent testing, but the more immediate the feedback on learning the more motivating it is likely to be.
12. **Learning Periods:** Learning takes time and teaching in segments is better than in one go. Several short sessions spread over a long period enable the trainee to learn, reinforce and review.
13. **Clear Objectives:** The objectives and scope of a training programme should be clearly defined. A comparison of operational requirements and existing personnel skills will help to determine the specific training needs of employees. Operational requirements depend on the performance needed to achieve organisational objectives. A well-defined set of performance standards should be created.

Methods of Training

Various methods are used to train personnel for managerial level jobs in the company. These methods can be explained with the help of following diagram.



14.7 On the job method : On the job method refers to training given to personnel inside the company. There are different methods of on the job training.

1. Job Instructions Training(JIT) :- In Job Instruction training method there are four steps involved:

- Overview of the job by the trainer.
 - Performance of the job by trainee in front of the trainer.
 - Finally the trainee perform the job individually.
- Demonstration by the trainer.
- 2. Job rotation :** In this method the person is transferred from one equipment to the other for a fixed amount of time until he is comfortable with all the equipments. At the end of the training the employee becomes comfortable with all the equipment. He is then assigned a specific task. This method enables the company to train managerial personnel in departmental work. They are taught everything about the department. Starting from the lowest level job in the department to the highest level job. This helps when the person takes over as a manager and is required to check whether his juniors are doing the job properly or not. Every minute detail is studied.
- 3. Apprenticeship training :** In this method both theory and practical session are conducted. The employee is paid a stipend until he completes training. The theory sessions give theoretical information about the plant layout, the different machines, their parts and safety measures etc. The practical sessions give practical training in handling the equipment. The apprentice may or may not be continued on the job after training.

4. **Mentoring:** In Mentoring, senior person assumes to perform the responsibility to groom the junior person. A mentor acts as a teacher, guide, philosopher, supporter, counsellor etc. The objective of mentoring is to help the employees to get integrated with the organization.
5. **Planned progression :** In this method juniors are assigned a certain job of their senior in addition to their own job. The method allows the employee to slowly learn the job of his senior so that when he is promoted to his senior job it becomes very easy for him to adjust to the new situation. It also provides a chance to learn higher level jobs.
6. **Coaching and counseling :** Coaching refers to actually teaching a job to a junior. The senior person who is the coach actually teaches his junior regarding how the work must be handled and how decisions must be taken, the different techniques that can be used on the job, how to handle pressure. There is active participation from the senior. Counseling refers to advising the junior employee as and when he faces problems. The counselor superior plays an advisory role and does not actively teach employees.
7. **Under study :** In this method of training a junior is deputed to work under a senior. He takes orders from the senior, observes the senior, attends meetings with him, learns about decision making and handling of day to day problems. The method is used when the senior is on the verge of retirement and the job will be taken over by the junior.
8. **Junior board :** In this method a group of junior level managers are identified and they work together in a group called junior board. They function just like the board of directors.

14.8 OFF THE JOB TRAINING METHOD

Off the job training refers to method of training given outside the company. The different methods adopted here are

1. **Classroom method:** In this method the training is given in the classroom. Video, clippings, slides, charts, diagrams and artificial modules etc are used to give training. This approach is well adapted to convey specific information, rules, procedures or methods. This method is useful, where the information is to be shared among a large number of trainees. The cost per trainee is low in this method. The classroom method is used when a group of managers have to be trained in theoretical aspects. The method is interactive and provides very good results.
2. **Films/ Audio-visuals :** This method can provide information & explicitly demonstrate skills that are not easily presented by other techniques. Motion pictures are often used in conjunction with Conference, discussions to clarify & amplify those points that the film emphasized.
3. **Simulation Exercise:** Simulation involves creating atmosphere which is very similar to the original work environment. The method helps to train manager handling stress, taking immediate decisions, handling pressure on the jobs etc. An actual feel of the real job environment is given here. Simulation activities include case experiences, experiential exercises, vestibule training, management games & role-play.
4. **Cases:** It present an in depth description of a particular problem an employee might encounter on the job. The employee attempts to find and analyze the problem, evaluate alternative courses of action & decide what course of action would be most satisfactory.
5. **Experiential Exercises:** In this method there are usually short, structured learning experiences where individuals learn by doing. For instance, rather than talking about inter-personal conflicts & how to deal with them, an experiential exercise could be used to create a conflict situation where employees have to experience a conflict personally & work out its solutions.

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6. **Vestibule Training :** In this method of training an atmosphere which is very similar to the real job atmosphere is created. The surroundings, equipment, noise level will be similar to the real situation. When an employee is trained under such conditions he gets an idea about what the real job situation will be like. Similarly when he actually starts doing the job he will not feel out of place. This method is used to train pilots and astronauts. In some places graphics are also used to create the artificial surroundings. This method involves heavy investment. Employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor. While expensive, Vestibule training allows employees to get a full feel for doing task without real world pressures. Additionally, it minimizes the problem of transferring learning to the job.

7. **Role Play:** It's just like acting out a given role as in a stage play. In this method of training, the trainees are required to enact defined roles on the basis of oral or written description

8. **Management Games:** This method involves providing a market situation to the trainee manager and asking him to provide solutions. If there are many people to be trained they can be divided into groups and each group becomes a separate team and play against each other. They make decisions just like these are made in real-life situations. Decisions made by the groups are evaluated & the likely implications of the decisions are fed back to the groups. The game goes on in several rounds to take the time dimension into account.

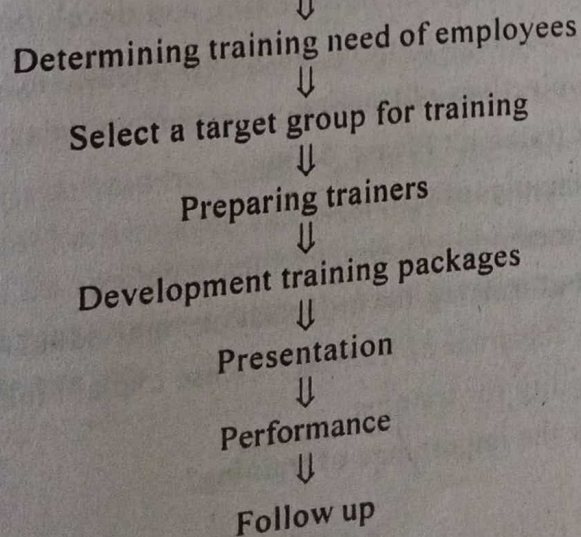
9. **In-Basket Exercise:** Also known as In-tray method of training. The trainees is presented with a pack of papers & files in a tray containing administrative problems & is asked to take decisions on these problems & are asked to take decisions on these within a stipulated time. The decisions taken by the trainees are compared with one another. The trainees are provided feedback on their performance can be collected by trainee manager from books, magazines and internet etc.

10. **Committee :** A committee refers to a group of people who are officially appointed to look into a problem and provide solution. Trainee managers are put in the committee to identify how they study a problem and what they learn from it.

14.9 TRAINING PROCEDURE / PROCESS OF TRAINING

Training is defined by Wayne Cascio as "training consists of planed programs undertaken to improve employee knowledge, skills, attitude, and social behavior so that the performance of the organization improves considerably." Every company has a specific training procedure, depending upon its requirements. A general training procedure is explained below along with diagram

Process/procedure of training



1. **Determining training needs of employee :** In the very 1st step of training procedure, the HR department identifies the number of people required training, specific area in which they need training, the age group of employee, the level in organization etc. in some cases the employee may be totally new to the organization. Here the general introduction training is required. Some employees may have problems in specific areas; here the training must be specific. This entire information is collected by HR department.
2. **Selecting target group :** Based on information collected in step 1 the HR department divides employee into groups based on the following.
 - Age group
 - Level in the organization
 - The area of training
 - The intensity of training etc.
3. **Preparing trainers :** Once the employees have been divided into groups, the HR department arranges for trainers. Trainers can be in house trainers or specialized trainers from outside. The trainers are given details by HR department, like number of people in group, their age, their level in organization, the result desired at the end of training, the area of training, the number of days of training, the training budget, facilities available etc.
4. **Preparing training packages :** Based on the information provided by trainers, he prepares entire training schedule i.e. number of days, number of sessions each day, topics to be handled each day, depth of which the subject should be covered, the methodology for each session, the test to be given for each session, handout/printed material to be given in each session.
5. **Presentation :** On the first day of training program the trainer introduces himself and specifies the need and objective of the program and then actually starts the program. The performance of each employee is tracked by the trainer and necessary feedback is provided.
6. **Performance :** At the end of training program the participants reports back to their office or branches. They prepare report on the entire training program and what they have learned. They start using whatever they have learned during their training. Their progress and performance is constantly tracked and suitable incentives are given if the participant is able to use whatever he has learned in training.
7. **Follow up :** At the end of training program the participants reports back to their office or branches. They prepare report on the entire training program and what they have learned. They start using whatever they have learned during their training. Their progress and performance is constantly tracked and suitable incentives are given if the participant is able to use whatever he has learned in training.

QUESTIONS

1. What do you mean by Training? Define training and development. (K.U.K. 2003)
2. What is the difference between training and development?
3. Define the need and objectives of training. (M.D.U. 2005)
4. What are the types of training? Please define. (M.D.U. 2007)
5. Explain briefly the principles of training.
6. What are the various methods of training? Please define.
7. What are the benefits of training for organisation, individual, personnel and human relations? (K.U.K. 2006)
8. What do you mean by the areas of training? Please explain the briefly.
9. Discuss the responsibility for training.
10. What do you mean by the importance of training?