
CHAPTER 3- CONCEPT OF TRAINING

TRAINING & DEVELOPMENT

*The essence of teaching is to make learning contagious, to have one idea spark another. ~
Marva Collins*

3.1 INTRODUCTION

Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses. "Create a corporate culture that supports continual learning," counseled Charlene Marmer Solomon¹⁵ in Workforce. "Employees today must have access to continual training of all types just to keep up.... If you don't actively stride against the momentum of skills deficiency, you lose ground. If your workers stand still, your firm will lose the competency race."

3.1.1 PHILOSOPHY OF TRAINING

According to S Chandra¹⁶, management of the organization firmly believes that human assets unlike other asset cannot be depreciated and must necessarily be appreciated over entire tenure. Therefore training is regarded as investment and not a cost. Even long-term intangible gains such as attitude change, are to be considered as valuable returns. Training is considered as vehicle for effective communication and coordination. Training is catalytic in any man management matrix for cohesiveness, compatibility, and cooperation in every organizational endeavour.

Management proclaims Training & Development direction as permanent part & parcel of operational process and not some experiment in isolation.

Management is fully committed to lend its total support to training tasks and is dedicated through intense involvement in every phase of this activity.

3.1.2 CONCEPT OF TRAINING

It is about developing employees as an individual to make them capable and confident in their jobs, and consequently in their life. Thus it is an organized process for increasing the knowledge and skill of the employees. Consequently it is a process aimed at changing the behavior in such a way that the consequence would be useful for the upliftment of the organization.

According to Wayne F Cascio¹⁷, “Training consists of planned programme designed to improve performance at the individual, group, and /or organizational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills attitude, and/or social behavior.”

Training is considered as a tool for HRD. Training has immense potential in transfer and utilization of latest technical know-how, leadership development, organization of people, formation of self-help-groups, mobilization of people as well as resources, empowerment of resource-poor rural mass, entrepreneurship development, etc., which are considered essential components of HRD.

According to C B Memoria, “Training is a process of learning a sequence of programmed behavior. It is application of knowledge and it attempts to improve the performance of employee on the current job and prepares them for the intended job. Training is a short term process utilizing a systematic and organized procedure by which non managerial personnel acquire technical knowledge and skills for a definite purpose. Training refers to instructions in technical and mechanical operations, like operation of some machine/equipment. Training is for a specific job related purpose”¹⁸

Training is about developing people as an individual and helping them to become more confident and competent in their lives and in their jobs. The learning process is at the core of training and the ways of and opportunities for learning are numerous and varied.

3.1.3 CONCEPT OF DEVELOPMENT

Development is related to enhancing the conceptual skills of the employee, which helps individual towards achieving maturity and self actualization. In the words of Michael Armstrong¹⁹ “ Employee development, often referred to as human resource development (HRD) is about the provision of learning, development and training opportunities in order to improve individual, team and organizational performance.

Development is defined by Alan Mumford ²⁰ as an attempt to improve managerial effectiveness through a planned and deliberate learning process. According to Bernard M Bass & James A. Vaughan²¹ Development implies the nature and change induced among employees through process of education and training. In the words of Harold Koontz and Cyril O. Donnel Managerial development concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organizational segment are achieved.

“In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development and learning and development.” Rosemary Harrison ²²

3.1.4 DISTINCTION BETWEEN TRAINING & DEVELOPMENT

According to Yoder²³ although the terms “training” and “development” appear synonymous, there is recognized difference between these concepts. Earlier training programmes stressed preparation for an improved performance in largely specific rank and file jobs. With growth of organizations several problems developed specifically at supervisory level. Accordingly supervisory training programmes were launched enabling them to deal with distinctive problems. During the training of the supervisors, the need for

training of their bosses appeared significant. Therefore, special developmental programmes for middle managers were organized. Later on, the development programmes were started for top management as well. These programmes indicated the significance of the concept of development, and thus training appeared to be an improper designation for learning a wide variety of complex, difficult and intangible functions of managerial personnel. Thus the concept training was degraded. As managers themselves remarked “training is for dogs, people are developed”. Today, the terms development and education are more suitable than the term training. It is not the training but the full development of personality that enables the human resources to exert their full potential. Accordingly training and development programmes are combined together for developing skills as well as basic attitudes, leading to continued personal growth.

Distinction between Training & Development

Training	Development
Vocationally oriented and on the job and so it is short term	A long term process for developing conceptual skills
It is generally for non managerial personnel	It is generally for managerial personnel
It is imparting of technical and mechanical knowledge	It is theoretical and conceptual idea implementation.
It is related with specific job	It is aimed at acquiring general knowledge
A mechanic who repairs generator better than engineer is only trained	An engineer may not be better mechanic but he has theoretical and conceptual skill as well as knowledge of principles of engineering

Another distinction can be understood from the term four Ws. Who is learning? What is learning? Why such learning does takes place? When does learning take place?

Distinctions between Training & Development

Learning Dimensions	Training	Development
Who	Non managerial Personnel	Managerial Personnel
What	Technical & Mechanical	Conceptual ideas
Why	For Specific jobs	For a variety of jobs
When	Short term	Long term

As Michael Armstrong²⁴ observes, “Employee development, often referred to as human resource development (HRD) is about the provision of learning, development and training opportunities in order to improve individual team and organizational performance” Efforts are made to develop employee so that they achieve their full potential for growth. Employee development programme include learning, education and training. Learning relates to a relatively enduring change in behavior taking place as a consequence of practice or experience. Education refers to development of the knowledge required for varied activities of life rather than for one particular activity. Training is planned and systematic change behavior through learning. Training enables employees to accomplish the level of knowledge, skills and competence to perform their job well.

3.2 NEED FOR TRAINING

As Price²⁵ has observed, a training need exists when there is a gap between the present performance of an employee or group of employees, and the desired performance. Growing business performance is a journey, not an end. The success of business operations depends upon the ups and downs of the employee performances. Hence, the HR managers started looking for the methods to boost the performance and efficiency of its workforce to carry out the work today, and to train them for meeting tomorrow's goals. Training programmes were developed many years ago, but now-a-days, it has become a crucial factor in companies with certain objectives in mind. Training and development practices should boost up performance and develop the skills, knowledge and expertise of the employees.

The vital objective of training is to build-up right ability and capability in the labor force so that they can perform to meet the needs, wants and expected returns of the employers.²⁶

The need for Training may generally arise for the following-

- ✓ To improve the efficiency of employees
- ✓ To reduce wastage of time and money,
- ✓ To have quality output,
- ✓ To bring down supervision,
- ✓ To have preventive maintenance,
- ✓ To achieve optimum performance,
- ✓ To boost morale of employees,
- ✓ To prepare workforce for future challenging work,
- ✓ To reduce absenteeism,
- ✓ To bring down the grievances,
- ✓ To build career by personal growth,

3.3 TRAINING OBJECTIVES

According to Saiyadain²⁷, the objectives of training differ according to the employees belonging to different level of organizations. The basic objective of training, however, is to establish a match between man and his job. This training is designated to improve the knowledge, skills and attitude and thus, equip the individual to be more effective in his present job or prepare him for future assignment. However individual's growth should not be taken as an end. From this point of view of an organization, individual's growth is a means to organizational effectiveness. The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal.

Individual Objectives –

They help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

Organizational Objectives –

They assist the organization with its primary objective by bringing individual effectiveness.

Functional Objectives –

They maintain the department's contribution at a level suitable to the organization's needs.

Societal Objectives –

They ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Following can be briefly summarized as training objectives.

- ✓ To create constant awareness in the minds of all sections of employees of the mission of the industry, its objective and goals.
- ✓ To encourage self-development to achieve organization goals with a sense of belonging and commitment to organization and thereby ensuring development of a proper work ethos in the Industry and fostering of team spirit.
- ✓ To identify the training needs of the entire personnel in industry in keeping with the corporate plans and in consultation with the user departments.
- ✓ To impart knowledge and skills necessary for performing the job efficiently and effectively and to keep the employees to acquire necessary conceptual, technical, human and managerial skills in the areas of decision-making and problem-solving.
- ✓ To make available in adequate number sufficiently trained manpower to meet the diverse needs of a rapidly growing industry.
- ✓ To organize special training programmes to improve employment opportunities as well as career prospects of persons belonging to SC/ST, minorities, handicapped, ex-servicemen, etc.
- ✓ To organize training activities as aids to:
 - Career Planning and growth
 - Succession planning.
- ✓ To educate and equip the employees to respond to the expectations of customers, and to accept responsibilities to attain a sense of achievement.
- ✓ To achieve effectiveness of training through tapping the in-house training facilities as well as sources available externally in a balanced manner so as to develop internal faculty support at all levels and disciplines.

- ✓To promote research and development activities and to establish linkages with the operational front.

3.4 IMPORTANCE OF TRAINING

3.4.1 LEARNING – INTRODUCTION

Characteristics of Learning

- 1.Learning has a purpose. Most people have a pretty definite idea of what they want to do and achieve.
- 2.Learning comes through experience. Learning is a very individual process and must be done by the participant himself - the instructor cannot do this for him.
- 3.Learning is multifaceted. A trainer who thinks his job is only to train a participant's memory is wasting his own and his trainee's time.
- 4.Learning is an active process. The more actively a participant is involved in the class, the greater his chances are for both learning and remembering.

Laws of Learning

The five laws of learning are suitable for most learning situations. Keeping these laws in mind when planning a session lets the trainer create a better learning atmosphere for the participants.

Law of Readiness –

A person learns best when he has the necessary background, a good attitude, and is ready to learn. He does not learn much if he sees no reason for learning.

Law of Exercise –

Those things most often repeated are the best learned. This is the basis for practice and drill.

Law of Primacy –

Primacy is being first, which often creates a strong impression. This means that the instructor must be right the first time. This helps to provide a stable foundation for all that follows.

Law of Intensity –

A sharp, clear, or exciting learning experience teaches more than a routine or boring one. This law implies that a student will learn more from the real thing than a substitute. Mockups, videotapes, interactive courseware, slides, charts, and any number of other training aids add sharpness and action to classroom instruction. Demonstrations, skits, and role playing do much to increase the leaning experience of students.

Law of Recency –

Other things being equal, the things learned last will be best remembered. The trainer must recognize the law of recency when planning a good summary. He should repeat, restate, or reemphasize the training objectives. He also repeats important information the participants need to remember.

3.4.2 ROLE OF TRAINEES

The trainee is a major stakeholder in a training programme. The whole training programme is developed for the trainees only. Each candidate plays an important role in the transfer of training because one participant's attitude regarding the training influence the other participants and also each participant can assist by advancing the learning process to realize the training objectives. Participant's willingness to invest in the programme is directly proportional to the benefits of the learning that the trainee could expect. Each participant forms their own perception towards training. Some perceptions remain the same during the programme, while some fade depending upon the assessment of a programme by the participant. Some personal factors that affect the trainee's learning are:

- ✓Family Situation
- ✓Personal Problems
- ✓Relation between the training programme and personal objective
- ✓Level of self esteem
- ✓Benefits expected from training
- ✓Comfort level with the trainer
- ✓Learning style of trainee
- ✓KSA of trainee
- ✓Previous training experiences
- ✓Desire for professional growth and development

Some environmental factors that affect the trainee's learning are: