Process of Training

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1. Identifying Training Needs

Before training someone, it obviously makes sense to know whether the person really requires training and if so, what the training should achieve. Training, therefore, traditionally starts with determining what training is required. How you analyze training needs depends on whether you're training new or current employees. The main task in analyzing new employees' training needs is to determine what the job entails and to break it down into subtasks, each of which you then teach to the new employees. Analyzing current employee needs can be more complex, since you have the added task of deciding whether training is the solution. The training needs are analyzed with the help of following types of analysis:

i. **Organizational Analysis:** Organizational analysis is a systematic effort to understand exactly where training effort needs to be emphasized in an organization involving a detailed analysis of the organization structure, objectives, human resources and future plans, and an understanding of its culture milieu. An in-depth analysis of these factors would facilitate an understanding of deficiencies that need to be rectified.

ii. **Role or Task Analysis:** It is a detailed examination of the aspects involved in the job. It studies the various operations and the conditions under which these operations are to be performed. Following procedure is involved in the task analysis:

a) Using the job description as a guide, the duties and responsibilities of the task under consideration are listed.

b) Making the list of the standards of performance of the job.

c) Comparing the actual performance with the standard performance.

d) If there is a gap between the two, identifying the parts of the job which are making trouble in the effective performance of the job.

e) Determining the training needs to overcome the troubles.

iii. **Manpower Analysis:** The primary purpose of this analysis is to study the abilities, skills and the growth and development of the individual. The manpower analysis helps in analyzing the strengths and weaknesses of the individual. It also helps in determining that if he requires training or not. If yes, then what kind of training is required for him? The various sources of such information are as follows:

a) Observation of employee at the workplace.

b) Conducting the interview of the employee's superior and peers.

c) Personal records of the employee.

d) Production records and tests.

These sources will provide the information about the existing skills and attitude of the employee that he should possess.

2. Designing the Training Programme

The second step after determining the training needs in the training process is to prepare the training programme for meeting these needs. The training programme needs to be designed very carefully. During the design phase, the training objectives are to be kept into mind by both learners and trainers so that they can be realized effectively. This phase typically includes the choice of interested learners, effective trainers, an ideal training period, well drafted course content, and effective training methods.

Details are also worked out regarding the nature and the type of training to be imparted, the real learning time for different jobs, knowledge of the participants, and the persons who should act as trainers.

3. Preparation of the Learner

It is necessary that the trainees who are going to attend the training programme should be well-prepared for the program. If they are not prepared, they will not take interest in learning the important aspects of the training programme. Therefore, there should be preparation for the learners so that they may derive maximum benefit out of the training programme. Following steps are required for the preparation of learners for the training programme:

i. Putting the learner at ease so that he does not feel nervous because of the fact that he is on a new job;

ii. State the importance and ingredients of the job, and its relationship to work flow;

iii. Explain the learner reasons why he is being taught;

iv. Create interest and encourage questions to find out what the learner already knows about his job or other jobs;

v. Explain the 'why' of the whole job and relate it to some job the worker already knows;

vi. Place the learner as close to his normal working position as possible;

vii. Familiarize him with the equipment, materials, tools and trade terms.

4. Implementing Training Programme

This is the action phase of the training programme. In this phase, the trainer demonstrates and illustrates the new methods and knowledge to the learners. The learners at this stage are exposed to the various training activities. The key points are stressed upon and one point is explained at one time for making the training an effective learning experience for the employees. Audio-visual aids are used to demonstrate and illustrate and the trainer encourages the trainees for questions in order to maintain the interest of the learners in the training programme.

5. Performance Try-Out

Under this step, the trainee is required to go through the job several times slowly, explaining him each step. Mistakes are rectified, and if necessary, some complicated steps are done for the trainee the first time. The trainee is asked to do the job gradually building up skill and speed. As soon as the trainee demonstrates that he can do the job in a right way, he is put on his own, but not abandoned. Then the trainee is put to test and the effectiveness of a training program evaluated.

6. Evaluation of the Training Programme

Evaluation of training is an attempt to obtain information (feedback) on the effects of a training programme and to access the value of the training in light of that information. While organizations may be devoting a lot of money and efforts towards designing and conducting training programmes, due attention is often not paid to the evaluation part. This may be vested in the belief that measurement of effectiveness of training, if not impossible, is difficult. Real effectiveness of training and development efforts can be judged only from a systematic study of the actual change in the behavior and performance on the job, over an extended period of time. The primary function of training is therefore to provide new knowledge, new skills and bring about change in attitude and behavior. Training is absolutely meaningless if it fails to bring about changes in any of these areas. Therefore, evaluation of training is made only in relation to change in skills, knowledge, attitude and behavior.

Methods of Training
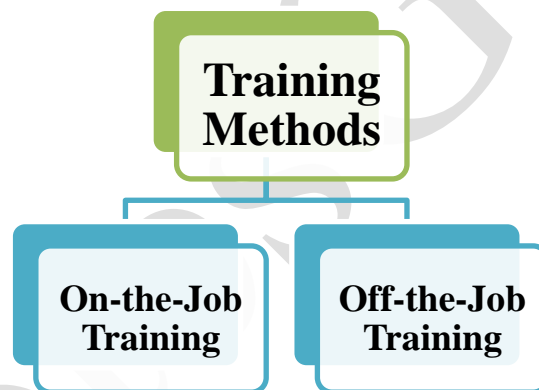
1) On-the-job Training (OJT) Methods

This is the most common method of training in which a trainee is placed on a specific job and taught the skills and knowledge necessary to perform it.

The advantages of OJT are as follows:

1. On the job method is a flexible method.

2. It is a less expensive method.

3. The trainee is highly motivated and encouraged to learn.

4. Much arrangement for the training is not required.

On-the-job training methods are as follows:

a) **Job Rotation:** Job rotation means changing the position of the employee from time to time to help them to learn different skills, to develop all round workers. But there should be no frequent changes in the job of the employees as they must be given sufficient time to acquire the full knowledge of the job. This kind of training is suitable for higher level employees.

b) **Coaching:** Under this method, the trainee is placed under a particular supervisor who functions as a coach in training and provides feedback to the trainee. Sometimes the trainee may not get an opportunity to express his ideas.

c) **Job Instructions Training:** Also known as step-by-step training in which the trainer explains the way of doing the jobs to the trainee and in case of mistakes, corrects the trainee.

d) **Committee Assignments:** Under this method, a group of trainees is given and asked to solve an actual organization problem. The trainees solve the problem jointly and develop teamwork.

e) **Internship Training:** Under this method, instructions through theoretical and practical aspects are provided to the trainees. Usually, students from the engineering and commerce colleges receive this type of training for a small stipend.

2) Off-the-Job Methods

On the job training methods have their own limitations, and in order to have the overall development of employee's off-the-job training can also be imparted. The methods of training which are adopted for the development of employees away from the field of the job are known as off-the-job methods.

The advantages of off-the-job methods are as follows:

i. **Effective Method:** Off the job training is well organized and conducted by experts and specialists which makes the training program more effective.

ii. **High Productivity:** It is conducted outside the organization or workstation and trainees are not involved in the production process. Only trained and skilled workers are placed at the work place. So, productivity will be higher.

iii. **Minimize Errors:** Under this method, newly appointed employees are trained outside the production area and skilled and trained manpower perform the job. So, it lowers the production errors.

iv. **Economical:** In this method, a large number of employees can be participated and orientation can be provided at a time. It helps to reduce training costs. So, it is a cost effective method.

v. **No Disturbance:** In this method, trainees are allowed not to work in the actual work place. So, production process will not be disturbed and existing employees can do their jobs smoothly.

The following are some of the off-the-job techniques:

a) **Case Study Method:** This method was developed by the Harvard Business School of U.S.A. In this method the case is assigned to the trainees. The trainees learn analytical thinking and reasoning ability by discussing the case. This method improves the ability to evaluate facts and appreciate others view point. The trainees come to understand more than one ways to analyze the problem.

b) **Incident Method:** Incidents are prepared on the basis of actual situations which happened in different organizations and each employee in the training group is asked to make decisions as if it is a real-life situation. Later on, the entire group discusses the incident and takes decisions related to the incident on the basis of individual and group decisions.

c) **Role Play:** In this case also a problem situation is simulated asking the employee to assume the role of a particular person in the situation. The participant interacts with other participants assuming different roles. The whole play will be recorded and trainee gets an opportunity to examine their own performance.

d) **In-Basket Method:** The employees are given information about an imaginary company, its activities and products, HR employed and all data related to the firm. The trainee (employee under training) has to make notes, delegate tasks and prepare schedules within a specified time. This can develop situational judgments and quick decision making skills of employees.

e) **Business Games:** According to this method the trainees are divided into groups and each group has to discuss about various activities and functions of an imaginary organization. They will discuss and decide about various subjects like production, promotion, pricing etc. This gives result in co-operative decision making process.

f) Grid Training: It is a continuous and phased programme lasting for six years. It includes phases of planning development, implementation and evaluation. The grid takes into consideration parameters like concern for people and concern for people.

g) Lectures: This will be a suitable method when the numbers of trainees are quite large. Lectures can be very much helpful in explaining the concepts and principles very clearly, and face to face interaction is very much possible.

h) Simulation: Under this method an imaginary situation is created and trainees are asked to act on it. For e.g., assuming the role of a marketing manager solving the marketing problems or creating a new strategy etc.

i) Management Education: At present universities and management institutes gives great emphasis on management education. For e.g. Mumbai University has started bachelors and postgraduate degree in Management. Many management Institutes provide not only degrees but also hands on experience having collaboration with business concerns.

j) Conferences: A meeting of several people to discuss any subject is called conference. Each participant contributes by analyzing and discussing various issues related to the topic. Everyone can express their own view point.