Training and Development

Introduction

Meaning & Definition

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

Need and Importance of Training:

Training is crucial for organizational development and success. It is fruitful to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. The benefits of training can be summed up as:

1. Improves Morale of Employees- Training helps the employee to get job security and job satisfaction. The more satisfied the employee is and the greater is his morale, the more he will contribute to organizational success and the lesser will be employee absenteeism and turnover.

2. Less Supervision- A well trained employee will be well acquainted with the job and will need less of supervision. Thus, there will be less wastage of time and efforts.

3. Fewer Accidents- Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of committing accidents in job and the more proficient the employee becomes.

4. Chances of Promotion- Employees acquire skills and efficiency during training. They become more eligible for promotion. They become an asset for the organization.

5. Increased Productivity- Training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained.
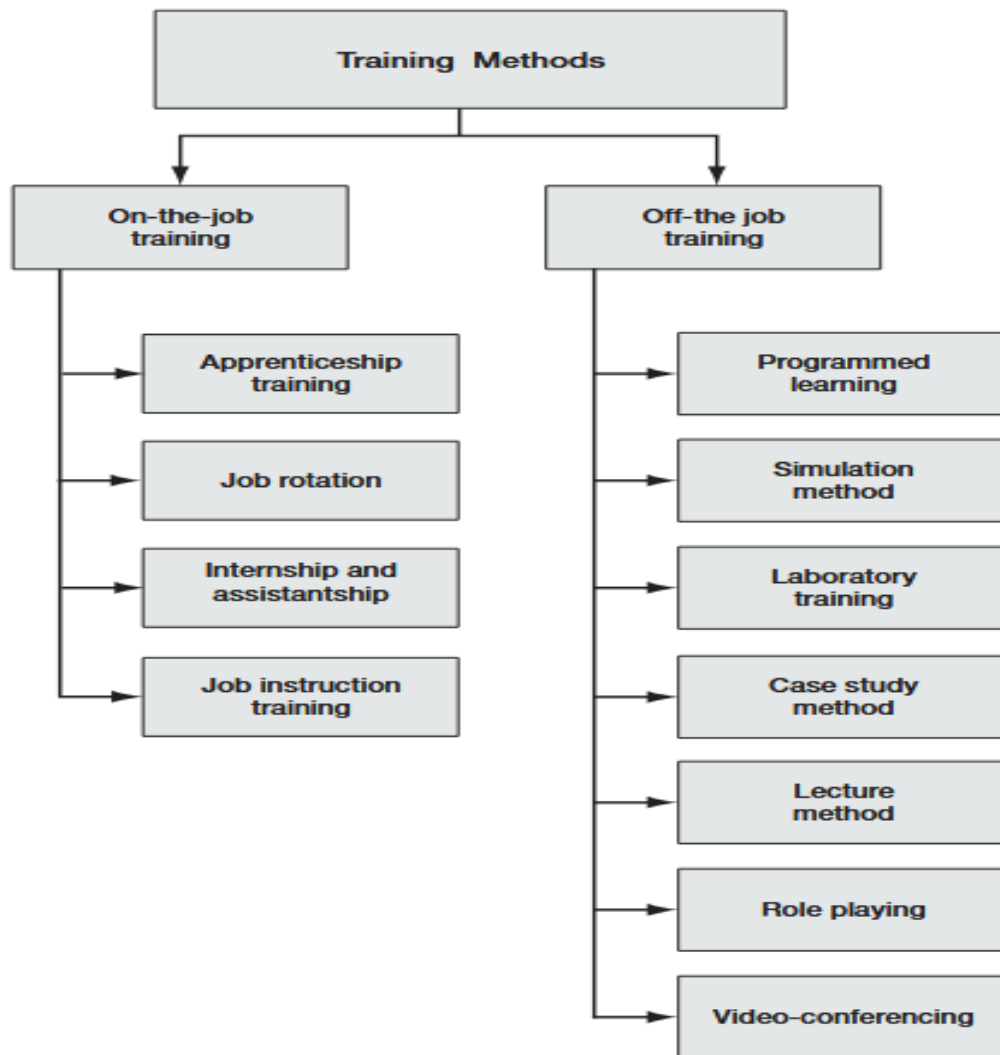
Types of Employee Training:

One can generally categorize such training as on-the-job or off-the-job:

➢ On-the-job training takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On-the-job training has a general reputation as most effective for vocational work.
➢ Off-the-job training takes place away from normal work situations — implying that the employee does not count as a directly productive worker while such training takes place. Off-the-job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. This type of training has proven more effective in inculcating concepts and ideas.

On the Job Training is characterized by following points
➢ It is done on ad-hoc manner with no formal procedure, or content
➢ At the start of training, or during the training, no specific goals or objectives are developed
➢ Trainers usually have no formal qualification or training experience for training
➢ Training is not carefully planned or prepared
➢ The trainer are selected on the basis of technical expertise or area knowledge.

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             ├──▶│  Apprenticeship  │                   ├──▶│   Programmed     │
             │   │    training      │                   │   │    learning      │
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             ├──▶│   Job rotation   │                   ├──▶│   Simulation     │
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             ├──▶│  Internship and  │                   │   ┌──────────────────┐
             │   │  assistantship   │                   ├──▶│   Laboratory     │
             │   └──────────────────┘                   │   │    training      │
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             └──▶│  Job instruction │                   │   ┌──────────────────┐
                 │    training      │                   ├──▶│   Case study     │
                 └──────────────────┘                   │   │    method        │
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                                                        ├──▶│    Lecture       │
                                                        │   │    method        │
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                                                        ├──▶│  Role playing    │
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Apprenticeship Training Several organizations practise this method to impart skills to their employees. It is commonly used to train people for various crafts jobs like those of an electrician, a fitter, a turner, a plumber, a carpenter, a machinist and a printer. In this method, the superior, who is usually a highly skilled employee, becomes the instructor and imparts knowledge to the trainee (called an apprentice) at the work spot. Apprenticeship programmes can last for a few months to several years, depending on the nature and complexity of the jobs. The main motivating factor for the trainees here is the awareness that they are acquiring the exact knowledge needed to perform their jobs. This is a combination of classroom instruction and on-the-job training.

Job Rotation The purpose of this method is to expose employees beyond the scope of their present knowledge. The employees are moved from one job to another just to widen their skill, knowledge and experience. Job rotation training programmes are frequently applied by organizations to promote effective teamwork.11 Job rotation aids the employees in comprehending a variety of jobs and in acquiring multi-skills to manage these jobs comfortably.

Internship and Assistantship Internship is concerned with gaining supervised practical experience, especially by a medical graduate. Lately, it has been gaining acceptance in business organizations as well. As a training technique, it permits the participants to

combine the theory learned in the classroom with the business practices. In fact, it is a unique kind of recruitment-cum-training that calls for positioning a student in a temporary job without any obligation for the company to hire him permanently after training.

Job Instruction Training The step-wise process of imparting training to the employee is called job instruction training. In fact, the execution of any job involves a step-by-step performance of the various tasks of that job. Obviously, these jobs can be taught effectively in a step-by-step manner. Under this method, all the necessary steps in the job, together with brief write-ups about each step, are compiled sequentially.

Off-the-job Training Methods:

The purpose of off-the-job training methods is to minimize the distractions to the trainees. These methods are ideal for teaching the theoretical aspects of the jobs. Off-the-job training methods become critical when on-the-job training involves potential risk to the trainees and others.

Programmed Learning This method is also known as scheduled learning or programmed instruction method. The basic purpose of this method is to give sufficient information to the learners and then test the trainees' authority over the subject matter. The learning may be a conventional one, with textbooks, paper and pencil as tools of learning. It can also be a computer-enabled one, with the use of computer terminals, video discs, light pen, touch screens, mainframe, mini and microcomputers.

Simulation Method This method is employed when it is impossible or risky to provide the trainees on-the-job training. Simulation is a technique that creates a situation which, as nearly as possible, replicates the real one. In fact, it refers to any equipment that attempts to provide a realistic decision-making environment for the trainees. The examples of simulation training are flight simulators used to train the pilots, simulated sales counters and automobiles. Computers are used extensively in the simulation technique, especially in sophisticated business simulations.

Laboratory Training This method is also called sensitivity training or T-group training. This training is typically organized for a small group of trainees who are normally not familiar with one another. It is organized under the supervision of seasoned trainers, who may play the role of careful observers, in a neutral venue away from the place of work. Sessions are organized to let trainees meet personally to share their feelings, opinions, attitude, perceptions and values.

Case Study Method In this method, trainees are provided the necessary information in a case study format and they are expected to come up with decisions based on their understanding of the given cases. In fact, each case study presents elaborate information about a specific series of real or imaginary incidents. The case studies may deal with the activities of an organization or with the specific problems faced by it during the course of its operation or during the interactions among its members.

Lecture Method This method is also called the chalk-and-talk method. It is a traditional method of imparting knowledge to a large number of trainees at the same time. It is a verbal form of delivering information in a classroom environment. This method is appropriate when a large amount of information is to be provided within a limited span of time. A

knowledgeable trainer can make the whole process effective by planning and preparing meticulously and delivering the lectures in a systematic and exciting manner.

Role-playing Role-playing refers to acting out a particular role. This method is simply the learning-by-doing technique. The trainee, instead of merely listening to the trainer's instructions regarding the ways and means of solving a problematic situation or discussing them, responds to that particular problem by acting out real-life situations. Typically, a trainee assumes the role of a specific personality relevant to the given situation and responds to the problems of that situation in that role. The role may be that of a superior or a subordinate or any other.

Video-conferencing This is one of the distance learning methods for training. It is best suited when the trainer and the trainees are separated geographically. It allows people in one location to communicate live via audio-visual aids with people in another city, country, or with groups in several cities.

Steps in an Employee Training Process:
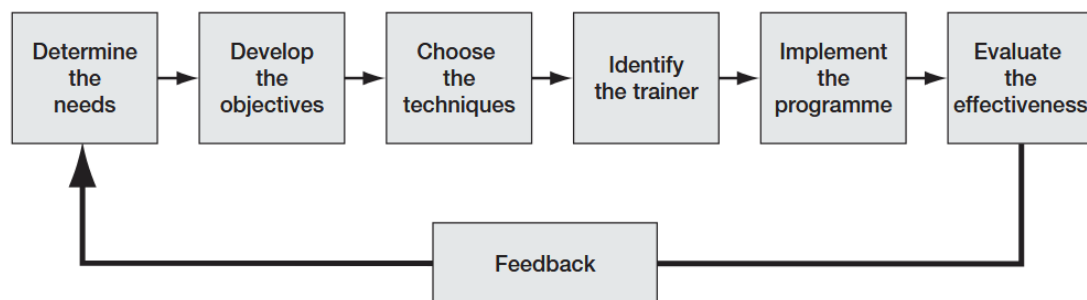
Determination of the Training Needs:

The first step in a training process is to identify the specific operational skills to be developed for performing a job. Generally, to recognize the training needs of the employees, an analysis at one or more of the following three levels is undertaken.

Organization Analysis This focuses on identifying areas in the organization where training is needed. The aim is to connect the training needs to the achievement of the organizational goals. At this level, the strategic mission and vision, corporate goals and plans of the organization are examined carefully and then compared with the existing manpower inventory to determine the training needs.

Operation Analysis This involves the proper examination of the work to be performed after training. It focuses on the tasks that are required to be performed to accomplish the organizational goals. It also involves the collection of information about the competencies required for effective job performance. An examination of the operating problems like customer grievances, downtime reports and quality issues along with the performance evaluation and the interview of the employees can offer information for the determination of the training needs.

Individual Analysis This focuses on deciding about the individual training needs. The difference between the actual performance and the standard performance of an individual indicates the training needs. Actually, individual analysis deals with questions like who

should be trained and what should be taught. It involves asking pointed questions to find out exactly what job knowledge and skills the person must have in order to perform well.

Development of the Training Objectives

Once the training goals have been established, the next step is to determine the specific objectives of the training programmes. Each training programme can have its own objectives. However, these objectives must be directly related to the assessed training needs and should also focus on satisfying those needs. In essence, training programmes must have clear and concise objectives and must be developed to achieve organizational goals.

Selection of the Training Techniques

The next step involves decisions regarding the training techniques to be used in the programme. Based on the training needs and goals, an appropriate training method should be chosen to achieve the desired results. These are: on- the-job training methods and off-the-job training methods. On-the-job training means imparting real-time training at the work spot, even while doing the actual job. Off-the-job training means training at a place away from the work spot and in formal classrooms.

Identifying the Trainer

Once the training method has been decided, the next important step is selecting and training the trainers for the programme. This is a critical step because the success of the whole training effort relies greatly upon the competency and ability of the trainers. The tasks of designing, organizing, implementing and pre- and post-assessment of the training process are usually entrusted only to these trainers. They must be adequately competent, knowledgeable and mature people with effective communication skills.

Implementing the Training Programme

Once the training methods and trainers have been decided, the next step is the actual implementation of the training programme. For successful implementation, some of the prerequisites are the convenience of location, the comfortableness of the training facilities, the quality and adequacy of the provided materials, and the timing and duration of the programme. Similarly, frequent interaction between the trainers and the trainees can also be encouraged to ensure their involvement in the training process.

Evaluation of the Training Programme

This is the final step in an employee training process. For an effective evaluation, it is essential to pre-assess the attributes to be emphasized in the training like the knowledge, skills and attitude of the employees ahead of the training programme. Understandably, an evaluation of these attributes after the training will facilitate a meaningful comparison to determine the effectiveness of the training programme.

Issues in Training

- The **absence of corporate commitment** towards training is a major problem. Many organizations do not spend anything at all on training. Even if they do, it is mostly for the managerial personnel only and there is hardly any concern for the training requirements of the workers.

- Many organizations, especially smaller business concerns, avoid training to upgrade the skills of the employees out of the fear that these trained employees will be lured by the competitors with promises of better pay jobs and scales.
- The **cost and infrastructure requirements** of training make it unaffordable for the small and medium-sized organizations to offer training programmes to their employees.
- Accounting rules generally **treat training as expenses** only and not as an investment. This also acts as a disincentive to the training efforts of the organizations.
- At the macro level, **lack of adequate financial support from the government** for undertaking the training and retraining of those workers who are ousted by downsizeing, restructuring and other economic necessities also prevents the optimum utilization of training benefits.
- The **low availability of employable graduates** with adequate skills also strains the training efforts of the organizations as they have to undertake training even to teach basic skills.
- **Lack of university and industry cooperation** on a sustained basis creates a gap in the communication and exchange of mutual requirements. While the educational institutions remain indifferent to the needs of industry, the organizations do not communicate their labour and skill requirements properly to the academic institutions.