

# Training and Development

Manmohan Joshi





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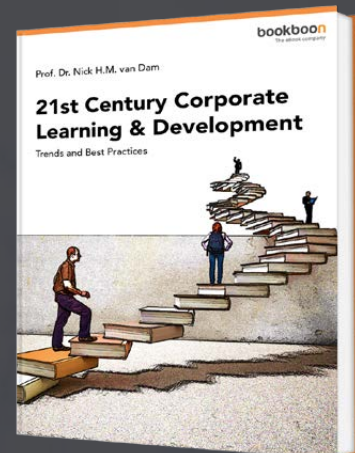


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# 1 Need for training in organizations

## 1.1 Importance of Human Resource Department

Human resources play a pivotal role in an organization. The growth of any organization has a direct correlation with its human resources. These resources are highly perishable and critical in nature. So they have to be monitored on an ongoing basis. There are various factors which contribute to the growth of Human Resources Department.

They are:

- Selection, recruitment and placement
- Training and development
- Performance appraisal and counselling
- Reward – punishment (motivation)
- Career planning
- Management succession plan
- Quality of work life
- Organizational development

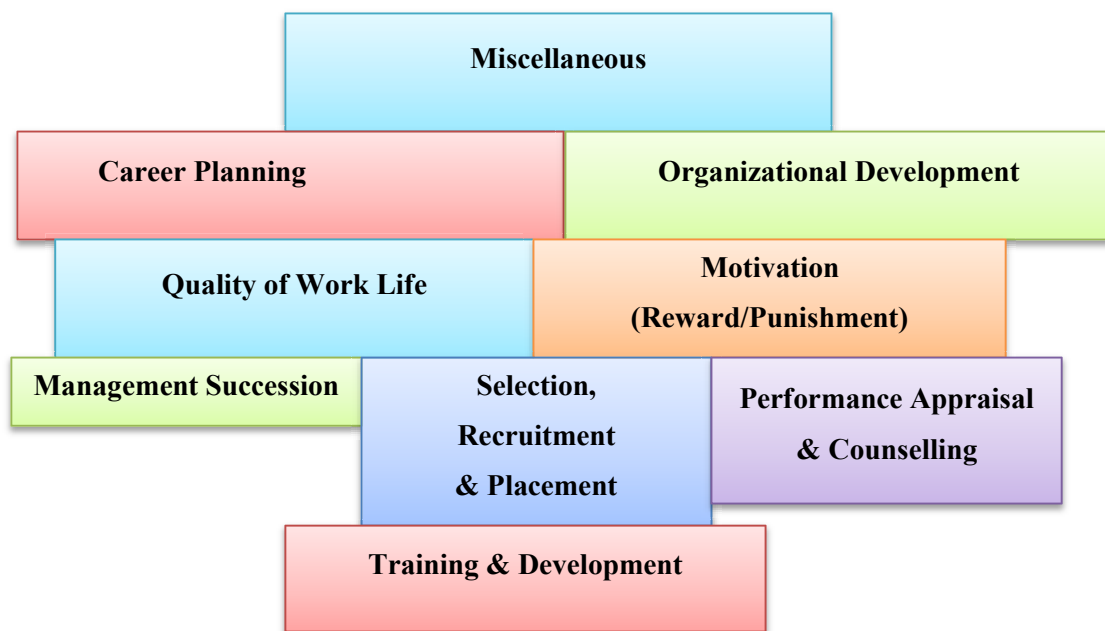
All these factors are quite essential, and specific exercises have to be undertaken to harness the effectiveness of human resources. These exercises have to be planned, be specific, and done on a continuous basis. In spite of the equal importance to all these factors, training and development may be considered as the foundation on which the entire human resource development edifice is built up.

## 1.2 Need for training in organizations

Earlier it was a matter of conventional management thought that training is needed only for the employees in supervisory positions and is irrelevant to other subordinate employees. Now there is a marked change regarding the training scenario. It is now accepted categorically that training is very much needed for all employees irrespective of cadre, rank, salary and designation.



An organization without adequate exposure to training will have innumerable problems, conflicts and clashes which may not be visible or understood at surface level. Moreover, there are tremendous all round changes in the working atmosphere due to development of science and technology. In almost all organizations the working methods and procedures, processing and storage of data, management information systems, marketing, methods of transportation, wages etc. are being changed continuously. It is imperative on the part of the employees to have the necessary skills, knowledge and attitude orientation in order to adapt to the changing environment and for better performance. Figure 1.1 below depicts the base block of the training and development form.



**Fig. 1/1**

Following are the specific needs for training in different organizations.

### 1.2.1 Improvement in productivity

In order to survive and also to develop further, the organizations have to produce certain optimum quantity of products – manufactured or service oriented. So they strive hard to improve the productivity to the maximum extent possible. To do so they undertake regular systematic training programmes for their employees.



### 1.2.2 Maintaining the quality of products

It is the product quality which creates extensive and intensive market, nationally and internationally. Without the quality, whatever the exercises, like advertising, campaigning, canvassing etc., the existence of the organization may prove to be useless. Quality is a relative and a moving concept. Improving quality continuously is also necessary to compete with similar products of other organizations. In order to enable this, Research and Development maneuvers should be launched. Training should be given to all employees in the areas like creativity, innovation, quality circles and others.

### 1.2.3 Industrial climate

A congenial and conducive working environment has its own influence on the productivity of the employees thus leading to healthy quality of work life. The following factors are extremely important for the growth of the organization:

- **Physical atmosphere:** It includes ventilation, light, adequate space, canteen facilities etc.
- **Behavioural climate:** It includes interpersonal relations, industrial relations, and ways and means for motivation.

Troublesome industrial climate leads to absenteeism, labour turnover, disputes, conflicts and other negative factors which affect the growth of the organization. Adequate training in these areas contributes to healthy industrial environment in all the areas and also in achieving the corporate goals.

### 1.2.4 Level of performance

The mismatch between the existing and the expected level of performance of employees necessitates the formulation of training programmes both on emergency level as well as on regular basis.

The training formula can be depicted as:

$$\begin{aligned}\text{Training need} &= \text{Expected level of performance} \\ &\quad - \text{Existing level of performance}\end{aligned}$$

It has been observed in many organizations that the lack of training is one of the major contributing factors resulting in the shortfall of quantity or quality of products. Moreover, there may also be discrepancy between the actual job roles set out by the organization and the job roles perceived by the employees. In such situation training plays a major role in setting right this role ambiguity.



### 1.2.5 Attitudes, morale and motivation level

High morale and motivation along with favourable attitudes of the employees contribute significantly to the growth of an organization. The three major goals of training are:

- Job knowledge
- Skills development
- Attitudinal changes

Attitude is the basic factor which has a direct connection with the organizational culture. The negative attitudes of employees towards superiors, corporate goals, company products and others lead to deterioration in the quality and the level of production. Individual and group conflicts, strikes, lock-outs and violence may be the end result of such unfavourable factors. In order to avoid such harmful effects, appropriate assessment of the situation is to be made and proper training programmes are to be introduced to improve the environment.

### 1.2.6 Science and technology in work situation

The development of science and technology has made great strides since industrial revolution in the 1980s. Rapid technological changes have necessitated that the human resources in an organization have to be trained and updated to cope up with these technological changes. The training system should be alert and mature to grasp these changes and act as catalyst to induce the human resources in absorbing the changes.

### 1.2.7 Self-development of staff

The modern day world lives under strain and stress. An organization is the collection of individuals who live in society. The resources available are limited and the human needs are unlimited. Non-fulfilment of needs leads to disappointments and frustrations. Factors like pollution, overcrowding, and prevailing competition in all the areas lead to stress and tension in the minds of the workers. The higher the cadre, more are the stress and strain. Executives and supervisory employees are very much susceptible to stress factors. Certain values and belief systems are very much needed for harmonious family and organizational life. It has been proved that the employees with trouble-free home and work environment contribute a lot to the growth of organizations. So the self-development has become a part of the training system. Many programmes on stress management, meditation, yoga, keep-fit, are designed and offered to the employees irrespective of cadre and designations. Adequate training in these self-development areas contributes to healthy industrial relations and also in achieving the corporate goals.



### 1.2.8 Research and development

Launching of new products and improving the existing products enhances the company's position. Research and Development provides the necessary innovative and qualitative capabilities to the organization. The Research and Development personnel require training to update their knowledge and skills and also for futuristic vision about the new products. Since these are the workers in the factory who deal with machinery, they also have to be given training to lend their supporting hand to the Research and Development department by way of giving suggestions, ideas and designs in order to bring about new as well as improved products.

### 1.2.9 Management succession

There are always vertical and horizontal movements in the form of promotions and job redesigns among the line managers in the organization. Moreover, a number of managers at senior and/or junior levels retire regularly. These retirements and promotions affect the effectiveness of the organization without the proper successors for these positions. Since the nature of the functions of managers and supervisors at different levels needs managerial skills and capabilities, it takes a long time for the organizations to prepare junior people through proper management succession plans. Hence management succession plan in Human Resource Development is nothing but preparing second line managers and executives for the positions which may fall vacant in near future. This process involves planning and conducting a lot of internal and external training programmes.



## 2 Identifying specific areas in training

### 2.1 Methods of assessment of training needs

There are innumerable ways available to the training executives to assess the training needs of the employees in the organization. However, training should be need based and not organized without need or aim. The following are some of the means to assess the training requirements of an organization.

#### 2.1.1 Performance appraisal

Performance appraisal means the systematic evaluation of the performance of an employee by his/her superiors. It is a tool for discovering, analyzing and classifying the differences among workers in relation to job standards. It refers to the formal system of appraisal, in which the individual is compared with others and ranked or rated. Generally, appraisal is done by the supervisor or manager once or twice a year. Performance appraisal has been considered as the most significant tool for an organization. It provides information which is highly useful in making decisions regarding various aspects such as promotions, merit rating, and need for further training. While assessing the potentiality of an employee, the authorities can recommend suitable training to unfold the hidden potentialities of the employee. Assessment of training needs usually proves to be very effective through performance appraisal.

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### 2.1.2 Observation by managers/supervisors

The employees work under a set of managers/supervisors. They are the right type of personnel to tell about the efficiency of the employees in the job role, and they also come across the deficiencies and shortcomings of the employees. Hence they easily locate the training needs of different employees. Such observations facilitate the training process.

### 2.1.3 Incident method

Life in organizations is replete with incidents. Some of these are desirable while others may be critical incidents related to any area of weakness of the employees at different levels. If the employees – including managers/supervisors – possess the required skills and competency, they will solve the problems arising out of these incidents. The absence of such skills and competence will result in further complications in productivity and smooth functioning of the organization. By observing the behaviour of employees at all levels training needs can be easily assessed.

### 2.1.4 By studying the customer grievances

An organization – whether a manufacturing unit or service oriented – deals with customers for its products or services. If the customers come across any defects in the products or deficiency in service, they are dissatisfied and bring out complaints and grievances. In order to rectify this situation and also to improve the quality of products or services, the employees may be provided extensive training. Hence this situation also helps in assessing the training needs of employees.

### 2.1.5 Suggestions of the employees

In many organizations employees are given opportunity to give suggestions and feedback. This process helps the organization to assess the specific training needs of its employees.

### 2.1.6 Reports from co-workers

As a general rule, the employees work as a team. An employee doesn't perform alone but does so with other members of his/her team. His/her teammates are the immediate persons to watch their performance. Quite often the performance of individual workers affects the effectiveness of the entire team. The workers are frank enough to tell about their colleagues' weaknesses and strengths. If these observations are recorded properly, they can be used as a method for assessing the training needs.



### 2.1.7 Questionnaire method

It is the most simple and popular method of assessing the training needs among workers and managers/supervisors. The questionnaires are circulated among the employees and collected back for processing. The questions elicit from the employees the information regarding training needs such as the type of training, duration, and course content. Questionnaires should be neither too long nor too short. Questions requiring lengthy and descriptive type of answers should be avoided. A brief interview or discussion may be conducted after the administration of the questionnaires in order to make this method reliable.

### 2.1.8 Assessment by external experts

Some organizations hire consultants, specialists, management experts and other outside agencies to assess the training needs. They employ various methods such as tests, questionnaires, interviews, discussions, brainstorming sessions, analysis of workers' and customers' grievances etc. to assess the training needs of employees.

### 2.1.9 Interviews and discussions

This is one of the oldest methods in assessing the training needs of the employees. There are several interview techniques like open-ended questions, structured questions, stress interviews, which help the training department to assess the training needs. All cadres of employees are to be included in this exercise. The discussions and interviews are to be conducted in a cordial atmosphere with trust and mutual faith.

### 2.1.10 Tests and examinations

This is another method for identifying the training needs adopted in some organizations. Tests and examinations are not administered for locating the defects and to punish the employees. Their purpose is to know the shortcomings of the employees, so that they can be improved through training. These tests and examinations may be designed to know about the employees' job knowledge, skills or aptitudes. Such tests and examinations are usually followed by structured formal/informal interviews to assess the training needs.

However, a single method or approach may not be adequate in finding out the training needs. A judicious combination of some methods – and change of methods depending on the situation – is likely to yield better results.

## 2.2 Training department

Organizations, in general, have HR department which also looks after training and development of employees. Figure 2/1 below depicts the usual structure of HR department:



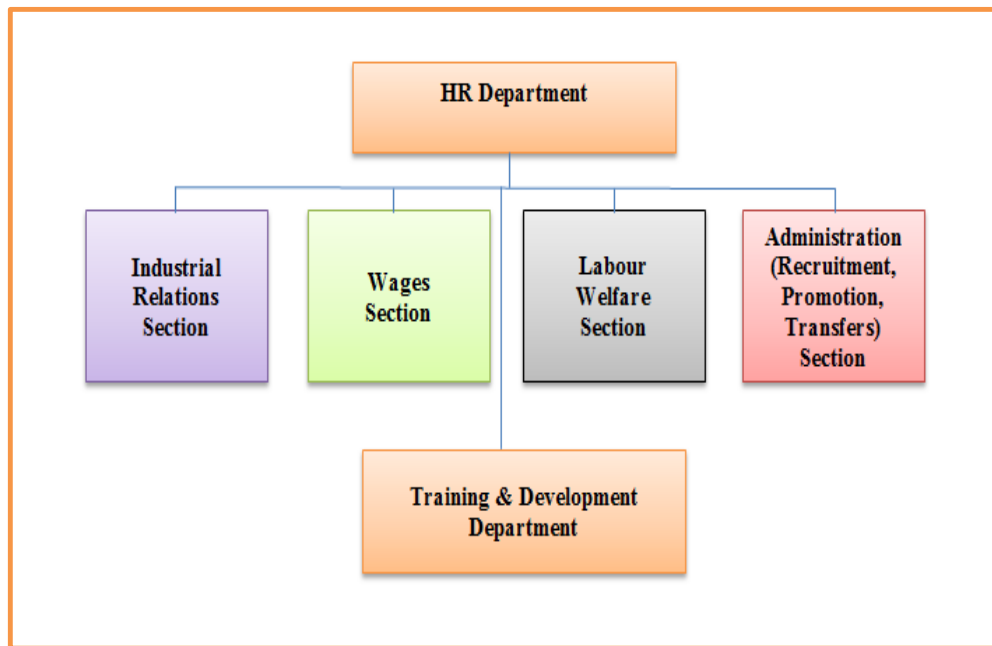


Fig. 2/1

The role of the training department in an organization may be detailed as given below.

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### 2.2.1 Management of training data

The training department keeps the training record of the employees. The data stored contains experience, educational qualifications, the number of training programmes attended by the employee, the duration and venue of the training programme, expenditure incurred, post-training feedback etc. So when the name of an employee is suggested for training, it is easy to verify whether he/she has attended a similar programme earlier and not to nominate them again for similar type of programme. The data is also used to know how many employees have not been trained since a particular period. If an employee has not been given training for a long time, it is desirable to nominate him/her for the relevant programme.

### 2.2.2 Assessment of training needs of employees

The training department assesses the training needs of employees at frequent intervals and on an ongoing basis. It uses various methods to do so. The training department also coordinates with other departments in the organization in order to know the specific training requirements of each department. It helps in organizing different training programmes in such a systematic manner so as not to disturb the normal working of any department.

### 2.2.3 Preparation of training budgets

The training department prepares training budget for the organization taking into consideration the manpower and expenditure involved in the training process during a particular financial year. In some organizations the training department also prepares long-term training budgets covering a period of 3 to 5 years.

### 2.2.4 Planning for training

The training department plans about the exact type of training required by the employees for the approval of top management. It decides whether the training programme is going to be internal or external, duration, course content, infrastructure facilities, and venue. For external training programmes it maintains contacts with external agencies which conduct such training programmes.

### 2.2.5 Assessment of usefulness of training

It is a fact that training must lead to changes towards improvement in the areas of job knowledge, skills or attitude, individually or in all the areas simultaneously. Since training involves generally huge amounts, the employers are particular in knowing about the return on investment in training. For this purpose, the training department determines the procedure to evaluate the impact of a particular training programme in the actual working field after the completion of the training programme.

The training department keeps in continuous touch with various departments to know the improvement in the performance of employees in specific terms such as quality and quantity of products, attitudinal and behavioural changes etc. The data elicited during evaluation is further processed and put into use to bring effective changes in future training programmes.



### 2.2.6 Management of infrastructure facilities

In many organizations the training departments have their own staff colleges or training centres to train their employees, for example, railways, banks, post & telegraph, insurance companies, hotels etc. In such cases, the training department is responsible for recruiting training staff and arranging for various facilities required.

### 2.2.7 Monitoring nominations

This is also one of the important functions of the training department. Having finalized the nominations, the training department informs the respective employees about their nomination through a letter stating the type of programme, duration, venue, reporting date etc.

### 2.2.8 Guest faculty arrangement

The training department sometimes engages the guest faculty for their internal programmes. They maintain a list of competent guest faculty to facilitate this function. The list is updated regularly, and the training department fixes the amount of honorarium to be paid to the guest faculty.

## 2.3 The role of training manager

The training manager is a leader, coordinator, motivator and catalyst in conducting training programmes.

He/she:

- Makes an assessment of training needs;
- Prepares training budget;
- Ensures that nominations are properly communicated to the trainees;
- Prepares lists of various training institutions/experts, and keeps in touch with them;
- Identifies guest faculty on an ongoing basis;
- Arranges for infrastructure facilities required;
- Contributes to the preparation and supply of course material;
- Prepares and stores data related to training;
- Introduces, conducts and supervises the suitable evaluation procedures and methods both at classroom and post-training levels;
- Coordinates with other training colleges and systems;
- Devises methods and systems to keep up with the latest training methods and technology;
- Makes an effort to develop internal guest faculty;
- Coordinates among various departments of the organization, and organizes seminars and conferences inside the organization to elicit the views of the line managers and other executives, so that the functioning of the training system is made smoother.

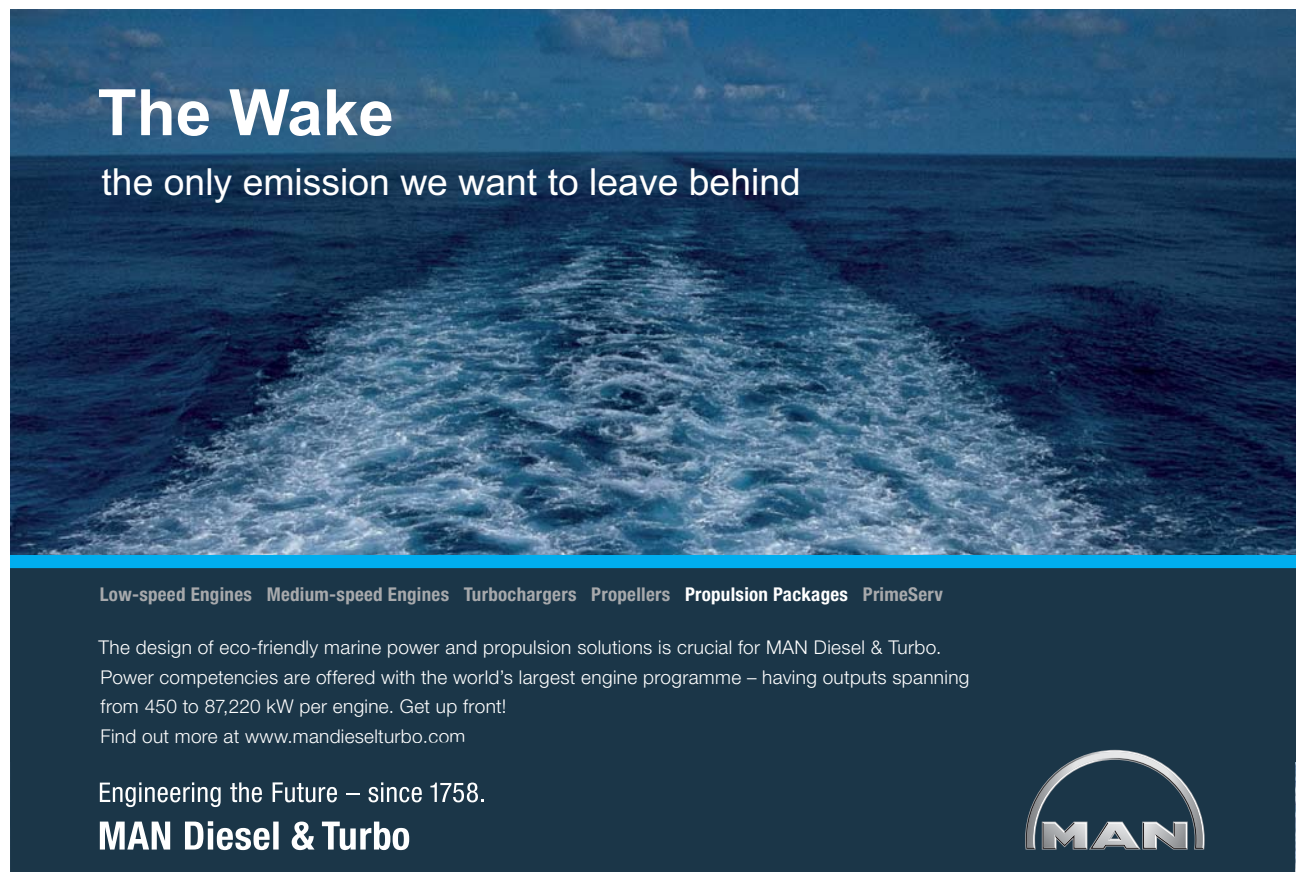


## 2.4 Training budget

Training system is a sub-system of the total organizational system. The training department is not an earning department but a spending department. Hence the training budget has to be prepared very carefully keeping in mind the expected tangible results for investment in training. The responsibility of evaluation of cost benefit analysis also lies with the training department. So it is essential to prepare a training budget for approval by the top management.

Some organizations also follow the long term budgeting in the area of training in view of projected future training programmes. The training department arrives at the figures of how many employees are to be sent out for external training and how many are to be trained within the internal training system of the organization.

The training budget involves expenditure and also investment of valuable manpower. It should be meticulously followed and monitored continuously. Reviews should be conducted at frequent intervals and improvements and adjustments have to be made whenever required.




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## 2.5 Wrong assumptions about training

Quite often the following wrong assumptions are made about training programmes:

- **Training is the panacea for all organizational problems:** In several cases managers believe that the shortcomings in the organization are only due to the lack of proper training. But on analysis of facts and figures it might be proved that the shortcomings and deficiencies in the organization existing in the various departments and at various levels are due to a number of factors in individual way or a group of factors combined. The reasons could be all or some of the following:
  - The organizational culture;
  - Promotion and other motivation policies;
  - Existing pattern of communication;
  - Modes of decision making by the superiors;
  - Attitude of top management towards the workers.

The top management must realize that training is a complimentary factor in harnessing the potentiality of the workforce, only when the other factors existing in the organization are conducive to a healthy work environment.

- **Training is a paid holiday:** Quite often some people have an impression that training programme is a paid holiday and that training does not bring any change among the employees. It is absolutely a wrong assumption. The workers live in a world of ever-changing technological development. It is essential for them to update their knowledge and skills along with cultivating favourable attitude, not only towards the organization but also towards community, country and world. Training is a powerful tool towards achieving this objective.
- **Training deals with unreal situations away from practical work area:** This is a false assumption. There is always a high degree of integration between theory and practice. The real-life simulated methodology makes the trainees undergo training in the most practical way. For example, pilots undergo training and re-training on simulated equipment in order to further sharpen their skills.
- **The return on investment on training is not certain as it cannot be measured:** This assumption is not correct. It is possible to measure the outcome of training in terms of behavioural change or in improvement of other aspects in actual work field. However, the outcome of all training may not be visible in the short term but the advantages are far-reaching in the long term.



## 2.6 Training programmes

Many organizations have their own training colleges and training departments with their own specialists. In-house training programmes should be organized with certain specific objectives and goals, as given below:

- The training programme should be need based and not run as a ritual.
- The target groups should be clearly identified. For example, an advanced programme on marketing may not be relevant to the Production Manager.
- The programme should be designed in such a way that the trainees will be able to apply the learning gained out of the programme in their respective working field.
- The methodology adopted should revolve around participation and experience sharing.
- Course materials used should be appropriate, specific and up to date to suit the training needs.
- Training programme needs to be interactive, and should make use of various training aids, case studies, discussions, role plays etc.

### 2.6.1 Types of training programmes

All training programmes designed by the organization can be of any one of the following types:

- **Activity training:** Activity training includes on-the-job training. While some work is easy and can be learned quickly, other work may be difficult and may require a worker to gain specialized knowledge and skills. This may differ from employee to employee. These skills can be developed gradually over a period of time. In job training workers learn correct methods of handling machines and equipment, avoiding accidents, removing bottlenecks etc. For this it is necessary to organize training on an ongoing basis. This on-the-job training can be further strengthened by providing activities training on a part-time basis in a technical or commercial institute/college, and can be done along with the employee's regular work schedule. However, the progress of the employee needs to be monitored by the supervisor.
- **Craft training:** This type of training is necessary for a skilled trade or craft. This is provided in polytechnics and colleges. In some countries there is a provision for 'apprenticeship.' These apprentices learn the trade or craft in a practical way with the potential employer, and after successful completion of apprenticeship they are absorbed in the organization as regular employees. A supervisor must closely monitor the apprenticeship of such people.
- **Refresher training:** At the time of initial appointment, employees are formally trained for their jobs, but with the passage of time, they may forget some of the methods which were taught to them or some of the methods or all of them may have become outdated because of technological development. Hence refresher training is arranged for existing employees in order to enable them to refresh and improve their knowledge.



- **Promotional training:** Many organizations have adopted a policy of filling some of the vacancies at higher levels by promoting existing employees. When existing employees are promoted in an organization, they are required to shoulder new responsibilities. For this they require training so that they may not experience any difficulty to shoulder the responsibilities of the new position to which they have been promoted.

#### 2.6.2 In-house training programmes

- **On-the-job training:** It is an effective in-house programme which helps the trainees to learn in practical real work situations. It is actually a programme of observing, doing and learning. It is highly useful in imbibing knowledge in technical area.
- **Job rotation:** The trainees are rotated periodically on various jobs. It is an actual job-oriented situation involving the training in various dimensions like cooperation, participation, mutual communication etc. Job rotation may be vertically done in one particular job or horizontally done covering a number of departments depending upon the needs of the trainees. For example, a trainee may be put into sales department, required to work in the various sections of sales, advertising, customer relations, supply, after-sales service etc., or he/she may be put in various departments like finance, production, administration to learn the various jobs.



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- **Understudy:** In this method, the trainee is placed as assistant under a main job holder. He/she is more or less a successor to the person who is doing the regular job. The trainee is informed of various skills and knowledge involved in the job. He/she is intimated about the company's goals and policies and its expectations out of the job.
- **Coaching:** Coaching involves an ongoing demonstration, guidance, instruction and teaching in job situation by the supervisors. The performance and learning of the trainees are continuously monitored and necessary appreciations and corrections are introduced. Thus transfer of learning to actual work situations is made certain.
- **Assignment of special projects:** Trainees are asked to undertake special assignments in certain jobs or work. A part of a job or work may also become the subject matter of the special assignment. Sometimes the assignment is also an integrated one for a group of trainees from various departments. Special assignments facilitate the trainees to learn a job intensively.

### 2.6.3 Special in-house training programmes

Quite often organizations arrange training programmes for their employees by engaging experts or consultants from outside. These types of programmes are commonly arranged in the areas of communication, management, finance, and also in some technical areas. It works out to be cheaper cost wise because no separate course fee for the nomination of candidates is paid, except reasonable consolidated amount for the agency or faculty who conduct such in-house programmes.

### 2.6.4 External training programmes

All over the world, there are many institutes/organizations offering a variety of out-company programmes. They are very popular in arranging specialized and general training programmes since they are capable of consolidating various resources such as guest faculty, consultants, experts and infrastructure facilities. The resources of such institutes are larger and it is very difficult to develop – cost and time wise – for other organizations to set up. The main function of these institutes is imparting training along with research and development activities. So it is very easy for them to conduct effective training programmes at moderate cost. These institutes organize common training programmes for the employees drawn from various types of organizations and industries located at different places.



## 2.7 Training for employees at different levels

Training is not the same for employees at different levels as needs are different. Hence separate programmes are organized for different categories of employees.

### 2.7.1 Training programmes for workers

The workers always learn effectively while performing certain jobs and handling certain machinery. All types of workers – skilled, semi-skilled and unskilled – are important to the running of industries, factories and offices. It is not advisable to omit any of the groups of workers from the area of training. The training programme for workers should be capsule programmes of short duration. The methodology should be highly participation-oriented with interesting audio-visuals.

### 2.7.2 Training programmes for managers and supervisors

The main job role of managers and supervisors is to get the things done through workers and also to supervise or manage the people. They need administrative and supervisory skills as well as technical skills. They are leaders in the situation and should be aware of the group dynamics, motivational techniques, communication process, strategies in interpersonal relationships etc. They are expected to coordinate in these functions, besides having good relations with their superiors. Hence managers and supervisors need extensive training programmes in the following areas:

- Technical training, wherever necessary;
- Behavioural training;
- Leadership styles;
- Interpersonal relations;
- Elements of financial management;
- Communication skills.



## 3 Training methodology

### 3.1 Introduction

The success of any training depends mainly on the methodology used in the programme. The methodology should be easy, specific and participation-oriented. The trainers have the responsibility of selecting the appropriate one from the various methodologies available. They should have up to date knowledge of the new methodologies that surface frequently in the training world. The methodology also differs with the type of target groups like unskilled, skilled and supervisory workers and other employees in junior and senior management cadres.

The selection of any particular methodology usually depends upon the following factors.

### 3.2 Objectives of the training programme

There are always certain objectives in designing and conducting training programmes. The broad objectives of any programme are to provide employees the knowledge or to facilitate them to acquire or to sharpen the needed skills and attitudes. Quite often the objectives may be a combination of various factors. It is a basic assumption that the training programme will achieve the planned objectives so that the employees perform well in their work situation after undergoing a particular training.

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### 3.3 Designing the training programme

Designing the training programme with clearly defined objectives is a vital step in the entire gamut of training activities. Training is a means to achieve an end. It is not an end in itself. Unless objectives are clearly defined and programme designed in such a way that it leads to achievement of objectives set out, it will only be a wasted effort. The linkage between the design and the objectives must be carefully thought out before finalizing a programme. The following points are to be ensured for the success of a training programme.

#### 3.3.1 Cultural background

The way the employees want to learn during a training programme sometimes differs from country to country because of cultural differences. But in modern times this difference has become almost non-existent. Now they are more interested in the training methods that include trainee participation, simulation, active interaction etc. However, slight variations will always continue because people are used to their own ways of working and learning. Hence the trainers need to work out a fine balance between the training requirements and the cultural ethos.

#### 3.3.2 The target group

This is one of the primary factors in determining selection of methodology in training programmes. Care has to be taken about important aspects like trainees' educational qualifications, age, experience, cadre of their employment, the importance of their role in their organizations, their level of performance in the actual work level and such other innumerable factors. For example, experienced employees prefer the methodology which is flexible in order to share their valuable experiences.

#### 3.3.3 The faculty resource

The success of any programme depends upon the quality of the available faculty. The well developed and experienced faculty are the strongest plus point for any training system. Such trainers are skilled in choosing the appropriate methodology and also in developing and modifying the existing methodology according to the needs of a specific programme.

#### 3.3.4 Duration of programme and infrastructure

The duration of the programme is one of the important factors in determining the methodology for the programme. The time consuming methodology like group discussion, case study, role play should not be used for the short term capsule programmes. In such cases feasible time saving methodology – lecture method, statement discussion method – will be useful. It is the responsibility of the faculty to make the programme effective by using the available infrastructure – abundant or frugal.



### 3.4 Methods of evaluation

The trainers may want to evaluate the training programme by using certain methods and procedures. The commonly used methods are given below.

#### 3.4.1 Lecture method

This is one of the most traditional methods available. The trainer gives lecture on various aspects of the subject in which he/she wants the trainees to learn. It may be about the structure, form or content of a machine. He/she may also lecture about the uses, merits and demerits of such uses. The trainer is able to impart the conceptual knowledge. It is in a strict sense a method of telling about. The trainer then assesses how much learning has taken place by having a question answer session.

#### 3.4.2 Statement discussion method

This method has a definite edge over the lecture method. The trainees are actively involved in the learning process. It is a participation-oriented methodology leading to sharing of experiences. The trainer acts as a coordinator, facilitator and moderator to motivate the trainees to have fruitful discussions and also in pooling the ideas generated during the discussion. In this method the attitudes of the individual employees surface during discussion and there are ample opportunities to modify the same during the course of discussion. The method forces the trainees to think logically and provide creative ideas. This enables the trainer to assess the thinking and analyzing skills of the trainees. However, this method can be used only with a small group of trainees. Moreover, enough motivational measures are to be applied by the trainer to include all the members of the group to participate in the discussion.

### 3.5 Field related on-the-job training methodology

It is mainly used for technical trades like fitters, turners, operators, machinists, technicians, engineers etc. It is practice oriented. The trainees should be placed in the actual work situations and training is given while the trainees are actually at work. In this situation, the trainer is able to evaluate how much knowledge is being absorbed by the trainees.

### 3.6 Simulating real life and role playing

#### 3.6.1 Role playing

It is highly participation-oriented training methodology. Every trainee is involved and absorbed in the session. In this method some of the trainees assume the role of various characters and enact the real life situation, as is done in a drama. After the acting is over, there is a discussion about the roles, functions, strong and weak points, merits and demerits of the situation, decisions and solutions about the happenings and conclusions.



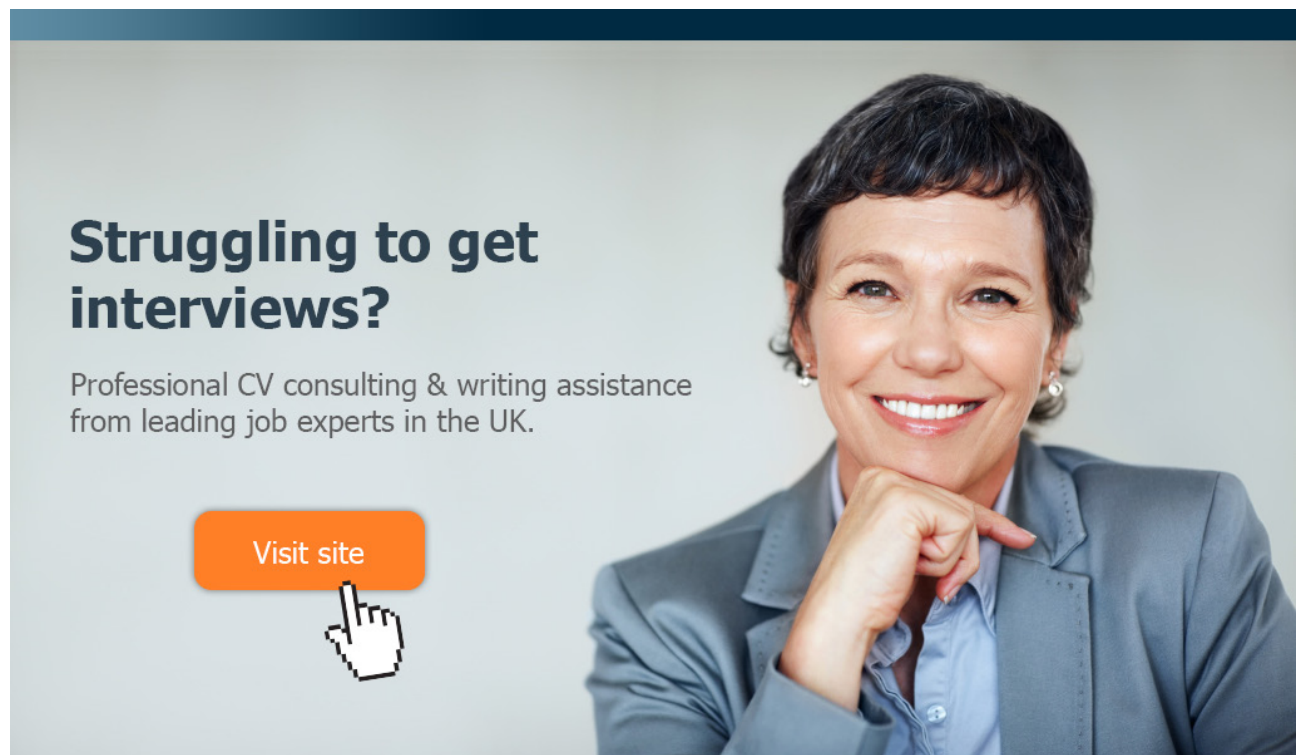
The entire role play technique is based on human interactions, individual and group behaviour, communication process, perception, creative abilities and judgment.

The role play may cover ordinary issues like:

- Difference in receiving a customer warmly with a smile and a handshake/greeting (such as: Hi, Hello), and in receiving a customer without such warm gestures;
- Covering a decision making situation like a business meeting about the shortfall in sales involving various characters in an office;
- A sensitive problem of dealing with a non-punctual employee by the manager.

The role play can be broadly classified into three categories:

- Structured/rehearsed role play;
- Unstructured spontaneous role play;
- Controlled and directed role play.



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### 3.6.2 Business games

In this method, the trainees work under simulated organizational environment. Data related to a single or multiple departments of the organization is presented. Some unexpected happenings or incidents are introduced by the trainer while the game is in progress. The group may be divided into sub-groups, designated as certain departments, and some problems are posed to the groups. It is an effective methodology in training, and the participants learn just by playing the game or observing it. They are put in a simulated business environment. They have to work, think, analyze and make decision to come out of the situation.

### 3.6.3 In-basket exercises

It is a methodology to portray the manager on a typical day under the simulated environment. The trainees who portray various characters as well as observers get an insight into the work of a manager.

## 3.7 Experiential or laboratory training

The experiential learning is a non-conventional methodology revolving around action oriented situations arising from their actions and experiences. The data is analyzed and scrutinized, which shed light on the problems. Observation of self and others by the trainees while performing the exercises and tasks is the key factor in experiential learning. Confucius has rightly said:

I hear and I forget;  
I see and I remember;  
I do and I understand.

Some of the experiential learning techniques are discussed below.

### 3.7.1 Sensitivity training or T-Group or L-Group training

This method is usually described as a laboratory training method. Hence L-Group means learning group and T-Group means training group. It is a group training method. Intensive participation and immediate feedback are two important aspects of sensitivity training. The ultimate responsibility of training rests with the trainees themselves, based on introspection, feedback and openness.

In the sensitivity training situation the trainee gives his/her feedback to others and receives feedback about him/her from others. It enhances the self-awareness and sensitivity. During the process he/she is able to reform and adjust his/her style of life including attitudes and belief system. This is an interactive method. The method is mainly applicable to a small group of 10–15 trainees. The group has no fixed agenda or instructions or training schedule. The trainers become less active after explaining the broad objectives to the group. The group discusses and argues. The group members give and receive feedback, and on their own they start working towards the objectives in their own style. Sometimes the trainer intervenes, wherever necessary, to facilitate the group with his/her reactions and interactions.



This methodology induces the diagnosing abilities of individuals and the group as a whole in the process of interpersonal relations, communication, openness, trust, power sharing, and influence of authority outburst or egoism of individuals. Quite often the hidden agenda or dark side of the participants surfaces in the course of discussion. At the end of the training programme, the group is able to achieve its objectives.

In short, the T-Group or L-Group or sensitivity training is based on the principle of:

- Understanding of self and others;
- Giving and receiving feedback;
- Mutual trust and faith;
- Teamwork for effectiveness of the group.

### 3.8 Real life related methodology

#### 3.8.1 Incident method

The trainees are given a written account of an incident in the organization or told of an incident that happened in an organization. The participants then study the incident and ask for more data in case of need. They analyze and diagnose the entire incident, their cadre and designation, their positive and negative contribution to the incident etc. After analysis and diagnosis, the participants individually note down the dynamics involved in the incident and also the solutions. Towards the end of the session, the solutions arrived at by the trainees are discussed by the entire group to find out the best possible decision and actions.

This method develops the skills of trainees in collecting proper and adequate data and information, and also to use it efficiently leading to the best solutions. The trainees can easily transfer the learning to the actual work situation.

#### 3.8.2 Case study method

The case study method develops the analytical and decision making skills of the participants to a great extent. The group processes like meaningful interaction, two-way communication, give and take policy, mutual adjustments are observed spontaneously during the case study method.

According to Andrew (1961), a case is “a written description of an actual situation in business which provokes in the reader the need to decide what is going on, what the situation really is or what the problems are – and what can and should be done.” The persons who deal with the case have to analyze and to take decisions or to give solutions so that the complications presented in a case are sorted out to the benefit of the organization.



Cases are generally classified under four types:

- **The narrative type:** It gives the details of the situation and the problems.
- **The story type:** It gives the case in a story form.
- **Document type:** It is collected from various files and documents.
- **The hybrid type:** It is a mixture of one or more types or all the combinations of the above mentioned types of cases.

While conducting case study method, observers from the trainees are also posted. They observe and note down the following:

- Who dominated the group in the discussion?
- What mode of emotions (anger, argument, irritation etc.) existed while the case was discussed?
- What type of attitudes had the participants shown during the discussion?
- Were the individuals and groups flexible in discussing the case?

The observations are effectively used when the discussion about the case takes place. It is a lively and interesting method. It keeps the participants vibrant and participating in the learning process.

The advertisement for e-learning for kids features a large central image of a smiling teacher leaning over a laptop to assist two young students, a boy and a girl. This central image is framed by a large, stylized orange speech bubble. In the top left corner, there is a logo for 'e-learning for kids' consisting of a grid of colorful squares. To the right of the central image, there are two smaller circular inset images: the top one shows three children looking at a tablet, and the bottom one shows two children working on laptops. Below these insets, a green oval contains three bullet points: 'The number 1 MOOC for Primary Education', 'Free Digital Learning for Children 5-12', and '15 Million Children Reached'. At the bottom of the advertisement, a paragraph of text provides background information about the foundation, its mission, and its achievements. A green arrow points from the bottom right towards the text, and a green oval at the very bottom right contains the text 'Click on the ad to read more'.

**About e-Learning for Kids** Established in 2004, e-Learning for Kids is a global nonprofit foundation dedicated to fun and free learning on the Internet for children ages 5 - 12 with courses in math, science, language arts, computers, health and environmental skills. Since 2005, more than 15 million children in over 190 countries have benefitted from eLessons provided by EFK! An all-volunteer staff consists of education and e-learning experts and business professionals from around the world committed to making difference. eLearning for Kids is actively seeking funding, volunteers, sponsors and courseware developers; get involved! For more information, please visit [www.e-learningforkids.org](http://www.e-learningforkids.org).



### 3.9 Individualized training or counselling

#### 3.9.1 Practicing specific skills method

It refers to a wide range of specific skills, and is highly intensive methodology combined with demonstrations, lessons and audio-visuals. The learning is quite permanent and can be put into immediate use. The main advantage of this method is that it involves the trainees in learning and the training is activity oriented. However, this method is more successful with a small group.

#### 3.9.2 Computer Assisted Learning (CAL)

CAL is a learning program which is self-paced, and provides for constructed response and immediate feedback. To describe simply, it is about the technique of breaking down information and skills into small steps. The trainee is enabled to work at the learning task in stages which are simple and achievable. He/she is able to move forward from one small conceptual step to another. CAL is a method of presenting learning material to the learner through a software program which provides for individual interaction. A whole range of skills and theoretical knowledge can be put into a CAL program. CAL can be successfully used as part of various training programmes in order to let the trainees understand complex concepts on an individual basis.

### 3.10 Discussion method

It is an intensive participation oriented methodology. The learning is by discussions on the subject matter. Discussions involve the exchange of ideas between the trainees and the trainer and also among the trainees themselves. It is a highly dynamic methodology. The participants are encouraged to express and exchange their ideas with others. The learning process is made simple and suits the mature adult minds. The participants bring out their real life and actual experiences during the discussions, which are very much helpful in practical life.

#### 3.10.1 Seminars

Seminars are short term training programmes arranged for a few days – a day or two or maximum three days. They are conducted to have in-depth discussion on a subject eliciting various viewpoints. At the end of the seminar the participants come out with recommendations.

#### 3.10.2 Conferences

It is a methodology suited to executives and senior officers in dealing with a complex problem which requires contributions from senior officers/experts to solve the same. Experts present papers followed by discussion. At the end of the conference, solutions and recommendations are made based on deliberations and discussions. The main advantage of this method is that it suits the larger groups, and participants are benefited by listening to the various speakers. They are motivated to think over the problems, issues and solutions.



# 4 Instructional aids

## 4.1 Introduction

Audio-visuals play a major role in modern training programmes. They facilitate the trainers to teach and reinforce learning. It is said that people approximately retain and recall information at these rates:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they see and discuss
- 90% of what they do

The trainer is able to convey information effectively through appropriate audio-visuals.

## 4.2 Choice of aids

The following factors are relevant while choosing proper audio-visuals for the training programme:

- The nature of the training programme;
- Target group: managers/supervisors, workers (skilled, semi-skilled, unskilled);
- Cost of audio-visuals;
- Available infrastructure facilities;
- The number of presentations.

## 4.3 The use of visuals

The trainer should bear in mind certain points to make the best use of audio-visuals:

- The visuals should be simple and straightforward in aiding the trainer to achieve the objectives of the training programme.
- There should be clarity, accuracy, legibility and beauty in the visuals.
- The usage of charts, graphs and diagrams prepared with accuracy enhance the effectiveness of the visuals.
- The right type of colours which are pleasant to the audience should be used to create a good impact.
- There should be reality orientation in audio-visuals. For example, a manager should look like a manager; a worker should look like a worker etc.
- PowerPoint presentation should have bullet points and not paragraphs otherwise participants will try to read long paragraphs and thus lose focus.



#### 4.3.1 Types of audio-visual aids

The following types of aids could be used:

- White board and marker
- Magnetic boards
- Charts
- Flip charts
- Flannel boards
- Overhead projector
- Slide projector
- Tape recorder
- CCTV
- Films and film loops
- PowerPoint presentation on LCD projector
- Interactive smart board

The advertisement for Factcards.nl features a dark grey background. At the top left is the Factcards logo, consisting of a blue square with a white 'J' shape and the word 'FACTCARDS' in white. Below the logo, the text 'Are you working in academia, research or science? And have you ever thought about working and moving to the Netherlands?' is displayed in white. In the center, five colorful cards are arranged in a slightly overlapping manner: 'Arriving' (yellow, 33), 'Living' (green, 50), 'Studying' (red, 51), 'Working' (orange, 101), and 'Research' (purple, 50). Each card has a small icon representing its category. On the right side, a light grey vertical panel contains text about the website's offerings and a blue button that says 'VISIT FACTCARDS.NL'.

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**Living** 50

**Studying** 51

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**Research** 50

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## 4.4 Design and conduct of the training programme

The finalization of the training programme is an important function of the training department. There may be consultation and exchange of ideas among the faculty members about the training programmes pertaining to a particular calendar year. The opinions of external experts may also be called for and considered before finalizing the training programme.

### 4.4.1 Arriving at the objectives of the training programme

The basic task of the training department is to set out the objectives of the training programme in a clear manner. There should not be any confusion or ambiguity in writing down the objectives. The training department should be able to answer the following questions:

- Why is the particular training programme necessary?
- What are the types of training needed?
- What are the benefits expected out of this training programme?
- What is the broad methodology to be adopted for the programme?
- What will be the budget?
- What are the methods of evaluation in classroom and in the operation area?
- What are the arrangements made for the temporary posting of substitute employees in place of the staff sent for training programme?
- Is the training programme going to be internal or external in nature?

### 4.4.2 Guiding principles of training

- There should be high integration between the operation and the training. In other words, training programmes should be need based.
- The training programmes should have in-built avenue for the participants to share their experiences.
- The methodology and the course content should be so structured as to ensure complete involvement of the participants.
- Informal training environment should be provided which will motivate the trainees to contribute to training.
- Communication should be 3-way process:
  - trainer to trainees
  - trainees to trainer
  - trainees to trainees
- The trainer should give the trainees enough opportunities to come out with their views.
- Since humour makes the programmes lively, appropriate humorous situations should be introduced in moderate doses.
- There should be methods and procedures to evaluate the training programmes in order to ascertain the return on investment in training in concrete terms.



#### 4.4.3 Selection and nomination of trainees

After having arrived at the list of trainees for the various programmes, the nomination letters should be dispatched in advance intimating the various details about the training such as:

- Date of starting
- Duration
- Venue
- Objectives
- Brief content
- Course material (if required for some programmes)

#### 4.4.4 Infrastructure facilities

It should be ensured that the venue of the programme is properly ventilated and lit. Various acoustics and audio-visual equipment should be arranged well in advance as per the training plans. Provision should be made to distribute course material as and when required. Other infrastructure facilities like provision of tea/coffee, snacks, lunch etc. are to be arranged in advance.

#### 4.4.5 Duration of the training programme

The duration of the training programme should not be so long that it becomes a source of monotony and boredom to the participants. The duration should also not be so short that before the process of actual learning starts, the programme comes to an end.

#### 4.4.6 Training schedule

Structuring a training programme as per the time, date and faculty is one of the key tasks for training managers, course coordinators or programme directors. It is actually a time table for the proposed programme.

It is always better to keep a check list as given below.



**Check-list – Internal Training Programme**

| <b>Item</b>  | <b>Due Date</b> | <b>Remarks</b> | <b>Special points to note</b> |
|--|-----------------|----------------|-------------------------------|
| 1. Date of Programme:  |                 |                |                               |
| 2. Course Approval:  |                 |                |                               |
| 3. Last date for receipt of nominations  |                 |                |                               |
| 4. Programmes:      Preparation:<br>Printing:<br>Distribution:   |                 |                |                               |
| 5. Enrolment:          Circular:<br>Receipt:<br>Reminder:  |                 |                |                               |
| 6. Speakers:          Selection:<br>Confirmation:<br>Reminder:   |                 |                |                               |
| 7. Handouts draft preparation:<br>Printing:  |                 |                |                               |
| 8. Accommodation – Booking<br>(including drinks, food)   |                 |                |                               |
| 9. Training equipment  |                 |                |                               |
| 10. Miscellaneous preparation:<br>- Pens<br>- Name cards<br>- Board markers, flip<br>charts, projector |                 |                |                               |
| Post-training work:<br>1. Faculty – payment<br>– Thank you note<br>2. Evaluation Processing            |                 |                |                               |



## A model schedule for a Training Programme

|  |  |
|--|--|
| <b>Brief for the trainer(s):</b>   |  |
| <b>Course:</b>   | <b>Supervisory Development Programme</b> |
| <b>Duration:</b>   | <b>5 days</b>                            |
| <b>Objectives:</b> <ol style="list-style-type: none"> <li>1. To help the participants to acquire human relations and leadership skills in the areas of communication, motivation, interpersonal relations, resolving conflicts etc.;</li> <li>2. To enable the participants understand their job role for enhanced performance;</li> <li>3. To facilitate the participants to re-orient their job knowledge and skills to improve productivity;</li> <li>4. To give input to participants regarding the recent technological development in their job area.</li> </ol> |  |

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## Programme Schedule

## Supervisory Development Programme

From: \_\_\_\_\_ to: \_\_\_\_\_



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| Day and Date    | Time (Hours) | Topic   | Faculty |
|-----------------|--------------|---|---------|
| //<br>Monday    | 1000–1115    | Registration, Inauguration & Introduction                               |         |
|                 | 1115–1145    | Tea Break   |         |
|                 | 1145–1300    | Supervisory Skills in today's context                                   |         |
|                 | 1300–1400    | Lunch Break   |         |
|                 | 1400–1700    | The job role of supervisors – Job effectiveness – an experience sharing |         |
| //<br>Tuesday   | 1000–1115    | The Process of Motivation   |         |
|                 | 1115–1145    | Tea Break   |         |
|                 | 1145–1300    | The Process of Motivation – A case study                                |         |
|                 | 1300–1400    | Lunch Break   |         |
|                 | 1400–1515    | Effective Interpersonal Relations – Role Play and discussion            |         |
|                 | 1530–1700    | Leadership Styles   |         |
| //<br>Wednesday | 1000–1115    | The technological changes in the job and company                        |         |
|                 | 1115–1145    | Tea Break   |         |
|                 | 1145–1300    | The communication process in organizations                              |         |
|                 | 1300–1400    | Lunch Break   |         |
|                 | 1400–1700    | Communication process – continued                                       |         |

|                |           |   |  |
|----------------|-----------|---|--|
| //<br>Thursday | 1000–1115 | Managing for excellence                             |  |
|                | 1115–1145 | Tea Break   |  |
|                | 1145–1300 | Achievement motivation                              |  |
|                | 1300–1400 | Lunch Break   |  |
|                | 1400–1700 | Motivational strategies – Discussion                |  |
| //<br>Friday   | 1000–1115 | Industrial Relations                                |  |
|                | 1115–1145 | Tea Break   |  |
|                | 1145–1300 | An overview of HR management                        |  |
|                | 1300–1400 | Lunch Break   |  |
|                | 1400–1515 | Interaction with General Managers – Production & HR |  |
|                | 1530–1700 | Summing up – Action plan, Review & Valediction      |  |

#### 4.4.7 Development of faculty

On request, the supervisors and managers from the operation field or desks come to the training venue to handle sessions relevant to their area. The sessions conducted by them are usually very lively, interesting and pertinent since they discuss the current topics. It is also necessary to prepare a second line of teaching faculty for the future.



# 5 Evaluation of training

## 5.1 Introduction

In training situation evaluation means finding out the benefits of contribution of training to the organization. The proper evaluation is the only way to justify the huge investment in training by the organizations.

Evaluation is not a one-time measure. It is an ongoing process. Evaluation of training in modern days is done with the help of various mathematical, statistical and psychometric tools.

The training programme brings out innumerable changes in workers and in organizations. The changes are reflected in employees' job knowledge, interpersonal relations, skills, abilities, behaviour in work situation, attitudes etc. Many of the changes are invisible and cannot be subjected to any measurement. Evaluation tools and procedures of the organization should be sensitive enough to evaluate the referred changes precisely, as far as possible.

It is important that the data and conclusions obtained through evaluation should be utilized to reform and modify the training system.

## 5.2 Purpose of evaluation

- Evaluation is done to find out how far the objectives of the training programme have been achieved.
- Evaluation is initiated to find out the level of participation of the trainees in the training programme.
- The effectiveness of the faculty and trainees is found out through evaluation.
- Evaluation also brings out the effectiveness, usefulness and relevance of the course material, methodology and techniques of training.
- It is done to find out the effectiveness of infrastructure facilities.
- It is a tool to show the usefulness of the training in work situation to the management.



### 5.3 Uses of evaluation

The evaluation of the session at the classroom level and also at post-training level can be put to multifarious uses such as the following:

- It can be used for modifying the programme contents in future training programmes according to the training needs.
- Improvement in infrastructure facilities can be brought out after going through the feedback given by the participants.
- The duration of the training programme can be adjusted if it is found that it is unnecessarily long or short.
- It may reveal some of the shortcomings of the faculty in knowledge and presentation level.
- It may be found during post-training evaluation that the trainees might not have been allotted the proper job and so there may not be any transfer of learning to work situation. The situation may be set right after studying the post-training evaluation report.
- Sometimes after analyzing the evaluation report, budget allocation for training programmes may be revised – it could become more or less depending on the findings.

The importance of training evaluation is shown in the following diagram which shows the sequence of training activities.

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### The Sequence of Training Activities





## 5.4 Evaluation forms

Given below are the suggested evaluation forms.

**Session Evaluation Form**

|  |                  |                   |                |             |
|--|------------------|-------------------|----------------|-------------|
| <b>Name of the session:</b>  |                  |                   |                |             |
| <b>Conducted by:</b>   |                  |                   |                |             |
|  | <b>Excellent</b> | <b>Good</b>       | <b>Average</b> | <b>Poor</b> |
| 1. <b>Usefulness of session content to your job and needs</b>            |                  |                   |                |             |
| 2. <b>Ultimate effectiveness of instruction</b>                          |                  |                   |                |             |
| a. <b>Sequence</b>   |                  |                   |                |             |
| b. <b>Coverage</b>   |                  |                   |                |             |
| c. <b>Depth</b>  |                  |                   |                |             |
| d. <b>Clarity</b>  |                  |                   |                |             |
| e. <b>Methodology</b>  |                  |                   |                |             |
| f. <b>Audio-visuals</b>  |                  |                   |                |             |
| g. <b>Any other (Please specify)</b>                                     |                  |                   |                |             |
| <b>Any other suggestion to make the training session more effective.</b> |                  |                   |                |             |
| <b>Date:</b>   |                  |                   |                |             |
| <b>Place:</b>  |                  | <b>Signature:</b> |                |             |

**Overall Evaluation Form for Training Programme**

|                               |  |
|-------------------------------|--|
| <b>Name of the programme:</b> |  |
| <b>From:</b> _____            | <b>To:</b> _____ <b>Coordinator:</b> _____   |
| 1                             | What is your assessment about the course content? Will it be useful or not?                      |
| 2                             | Your comments regarding inclusion or deletion or more emphasis on any subject matter dealt with: |
| 3                             | Your assessment of training methodology:   |
|                               | a. Lecture sessions:   |
|                               | b. Cases/exercises:  |
|                               | c. Group discussions:  |
|                               | d. Role plays:   |
|                               | e. Management games:   |
| 4                             | What is your assessment regarding audio-visuals?   |
| 5                             | What is your assessment regarding teaching materials given?                                      |
| 6                             | Your comments on miscellaneous facilities offered to you:  |
| 7                             | Any other comments/suggestions:  |



## 5.5 Concurrent evaluation

Concurrent evaluation is one of the most effective methods of evaluation. The trainees are asked to evaluate the training programme themselves in various areas on their own initiative and participation. It is very useful since it is a method to study the feedback – when the programme is in progress – of the participants on different dimensions of the training programme. The trainees and course coordinators have the opportunity of modifying the training programme as per the needs of participants. However, major and frequent changes in the conduct of the programme should not be done without proper study and analysis.

Concurrent evaluation can be done through:

- Questionnaire;
- One-to-one discussion with trainer/coordinator.

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## 5.6 Evaluation of entry and exit behaviour

### 5.6.1 Entry behaviour

When the employees join the training programme they already have pre-knowledge, skills and attitudes on the areas which are going to be taught in the training programme. In almost all training programmes, except induction programme, the trainees are not fresh in their jobs. Their level of pre-training job knowledge, skills and attitudes is called 'Entry Behaviour.' This entry behaviour can be assessed through:

- Questionnaire;
- Test/examination;
- Discussion;
- Interview.

The assessment is done in quantitative terms and it is kept in records.

### 5.6.2 Exit behaviour

At the end of the training programme the participants' level of job knowledge, skills and attitudes is called 'Exit Behaviour.' It is assumed that training brings considerable improvement over the entry behaviour. The exit behaviour at the end of the training programme is also evaluated through questionnaire, tests and examinations, discussions and interviews. The scores obtained for entry and exit behaviour are compared and the quantum of training effectiveness is arrived at.

The formula is:

$$\text{Training effectiveness} = \text{Score of Exit Behaviour} - \text{Score of Entry Behaviour}$$

## 5.7 Classroom and post-training evaluation

### 5.7.1 Classroom evaluation

Through this method the content of the sessions, the effectiveness of presentation, communication, methodology, infrastructure facilities etc. are evaluated. This type of classroom evaluation can be conducted from session to session. The evaluation may be open or closed.

### 5.7.2 Post-training evaluation

The post-training evaluation concentrates on change of behaviour in job, interpersonal relations, productivity and contributions by the trained employees in achieving the ultimate corporate goals. It is done in the work situation.



It can be done by using any or all of the following methods:

- **Observation at work:** The observations may be done with or without the knowledge of the employees. Methods used could be the following:
  - Observer stays with the individual trainee over a period of time and records his/her behaviour.
  - Observer maintains diary about the employee concerned.
  - Inducts specific incidents and observes.
- **Discussions:** They are informal, spontaneous and effective tools in doing the training evaluation. Discussion can be arranged with workers, supervisors and managers individually or jointly. Frank discussions based on trust and mutual confidences are very much useful in the area of evaluation.
- **Interviews:** Interviews, more or less, are structured discussions. Interview is the base method to elicit necessary data for any purpose. There may be several types of interviews such as:
  - Structured interview
  - Unstructured interview
  - Interview with open-ended questions
  - Interview with close-ended questions
  - Stress interview
  - Interview for job knowledge
  - Interview for skills and attitudes etc.

The interview should be conducted in a congenial environment and at an appropriate time. The interviewee should be made to feel confident and comfortable during the time of the interview and he/she should be encouraged to come out with answers.

The interview method and its content vary according to the educational qualification, designation, profession, age and status of the interviewee. It is a valuable method for evaluating the training.



## 5.8 Trends in training

Several developments have taken place in the area of training, and new methodologies introduced.

### 5.8.1 Grid seminars

The Grid Seminars are intended for managers and others in supervisory positions. This approach was developed by Robert Blake and Jane Mouton (1964). The Grid combines 'concern for people' with 'concern for production':

- **Concern for people:** This is the degree to which a leader considers the needs of the team members, their interests, and areas of personal development when deciding how best to accomplish a task.
- **Concern for production:** This is the degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish them.

Using the above parameters, Blake and Mouton defined the following five leadership styles.



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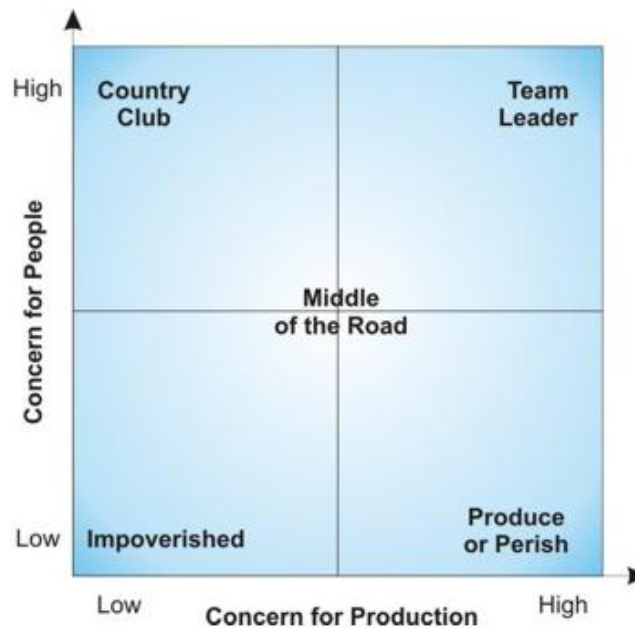
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- **Country Club Leadership – Low Production/High People (1, 9):** This style of leader is most concerned about the needs and feelings of members of his/her team. These people operate under the assumption that as long as team members are happy and secure they will work hard. What tends to result is a work environment that is very relaxed and fun but where production suffers due to lack of direction and control.
- **Produce or Perish Leadership – High Production/Low People (9, 1):** Also known as Authoritarian or Compliance leaders, people in this category believe that employees are simply a means to an end. Employee needs are always secondary to the need for efficient workers. This type of leader is autocratic, has strict work rules, policies, and procedures, and views punishment as the most effective means to motivate employees.
- **Impoverished Leadership – Low Production/Low People (1, 1):** The leader is mostly ineffective. He/she has neither a high regard for creating systems for getting the job done, nor for creating a work environment that is satisfying and motivating. The result is a place of disorganization, dissatisfaction and disharmony.
- **Middle-of-the-Road Leadership – Medium Production/Medium People (5, 5):** This style seems to be a balance of two competing concerns. It may first appear to be an ideal compromise, but there is a problem in this, though. When you compromise, you necessarily give away a bit of each concern so that neither production nor people needs are fully met. Leaders who use this style settle for average performance and often believe that this is the most anyone can expect.



- **Team Leadership – High Production/High People (9, 9):** According to Blake and Mouton model, this is the pinnacle of management style. These leaders stress production needs and the needs of the people equally highly. The premise here is that employees are involved in understanding organizational purpose and determining production needs. When employees are committed to, and have a stake in the organization's success, then needs and production levels coincide. This creates a team environment based on trust and respect, which leads to high satisfaction and motivation and, as a result, high production.

The main objectives of the Grid Seminars are to help the managers in:

- Understanding the concept of Grid styles of supervision based on the leadership behaviour of:
  - Concern for people, and
  - Concern for task.
- Inducting in them the experiences and practice of building up a productive 9, 9 team work;
- Introspection and insight about one's own supervisory styles, values, attitudes etc.;
- Imbibing the necessary skills and abilities into the minds of the trainees to motivate and direct people;
- Using the Grid approach for solving managerial problems creatively and in an innovative way;
- Shaping themselves to be more resourceful and flexible in handling the subordinates and to ensure their best involvement and cooperation.

#### 5.8.2 SSL Technology

SSL Technology (Supervisory Skills Level Survey) is a computerized process developed by Jorge Chapiro, Management Consultant in Argentina and Brazil. It was evolved after conducting tests on 5000 supervisors of around 75 large companies in Brazil including the subsidiaries of General Motors, Ford, and Norton etc.

The first step of SSL Technology is to find out the areas of weakness by conducting a test of 3 hours, having 400 statement questionnaires in the area like management of change, work environment, communication, motivation, human relations, union management, safety, planning etc. It is evident from the tests that the supervisors need training only in certain areas, and the SSL Technology has its own module for 11 performance areas to be conducted on the supervisors. These are modules collectively known as dynamic supervisory training. The company can also use its own module for training.

The major advantage of SSL Technology is that specific areas of excellence and weakness are found out. There will be a drastic cut of 60% to 80% of the training budgets since the training programmes are arranged only for correcting the weak areas of supervisors.



### 5.8.3 Modular programmes

A set of 34 modules has been designed and introduced by ILO (International Labour Organization) for supervisory training. The modules are applicable to supervisors of different industries and countries, both developed and developing. The packages can be tailored to suit the supervisory training needs of the organizations.

There are 4 modules covering:

- Introduction;
- Supervisory technique;
- The main supervisory areas;
- Supervising people.

### 5.8.4 Walk about

It is an innovative technology introduced by Asian Institute of Management, Manila, Philippines. According to this technique, a trainee is given training for a particular period and he/she will be asked to face the challenges in companies. The managerial walk about should have 5 basic managerial dimensions on adventure, creativity, problem solving, practical skills and logical inquiry.



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# 6 Development

## 6.1 Introduction

Generally the terms 'training' and 'development' are used as though they are synonymous. However, there are differences in the contexts and techniques of employee training and development. Training is the act of increasing the knowledge and skills of an employee for doing a particular job. It imparts specific skills for specific purposes. It is mainly job-oriented. Training is given to both old and new employees throughout their stay in the organization. In contrast, development includes the process by which managers, supervisors and executives acquire not only skills and competency in their present jobs but also capacities for future managerial positions

The efficiency of an organization depends on the training and development of personnel. Particularly these days, when the process and techniques of management have become quite complicated, there is a great need in management for arranging training and development of its personnel.

## 6.2 Areas of organization development

The modern day organizations operate in a competitive world. The development of science and technology has added to the complications. The human side of organizations attracts a lot of special attention from the experts. The organization may be service oriented, manufacturing or both, but the importance of human dimensions is growing more and more day by day. It is the quality of human resources which determines the survival and growth of the organizations. There are many tools available to them.

### 6.2.1 Motivation

This involves providing leadership for subordinates, and also requires the ability to inspire them to put in their best efforts in achieving the organization's objectives by creating good morale or working spirit among all employees. The objectives of an organization can be achieved only through the efforts of people. And people need to be motivated in an understanding way to put in their best. However, what motivates one person might not motivate another, and therefore for the best results any manager should be understanding and, as far as possible, get to know something about each of his/her subordinates. Any manager must endeavour to get the best from each individual member of his/her team or work group, and that might require motivating different members in different ways, while still motivating the team or group as a whole. It requires the building of a good 'work environment' based on the spirit of trust and cooperation between management and other personnel.



The management experts employ many methods to elevate the level of motivation among the employees. There are many training programmes available in the area of motivation. Motivation is important for all the employees irrespective of grade and cadre. The training in motivation is very much essential for supervisors and line managers. They should be aware of the concept of motivation and various avenues through which they can motivate the employees. In many organizations, though there are no separate training programmes conducted on the concept of motivation, exclusive sessions are included in the regular programmes.

The knowledge of Herzberg's two factor theory, McGregor's X, Y Theory, and Maslow's hierarchy theory are very much needed for supervisors and managers.

❖ **Herzberg's Motivation Hygiene Theory:** Frederick Herzberg argued that certain factors lead to job satisfaction while others lead to dissatisfaction. He identified these as "motivator" and "hygiene" factors respectively.

- **Motivators:** According to Herzberg, typical motivators are:
  - The degree of career achievement;
  - The intellectual challenge of work;
  - Recognition by others as being successful;
  - The actual value of the work;
  - The actual level of job responsibility;
  - The opportunity for promotion.
- **Hygiene factors:** Herzberg identified hygiene factors as:
  - The restriction of management policies and procedures;
  - Technical/administrative aspects of supervision;
  - Salary structures;
  - Job conditions;
  - Relationship with management;
  - Work environment.

Herzberg's motivation-hygiene theory is generally well-received by practicing managers because of its relatively simple distinction between factors inducing positive job satisfaction or those causing reduced job satisfaction.

❖ **McGregor's Theory X and Theory Y:** Douglas McGregor (1985) advocated that there are two extremes of management attitude towards employees in the work place, and these have a strong influence on the level of employee motivation.

- **Theory X:** Characteristic assumptions of managers behaving in this "mode" are:
  - The average person is basically lazy and dislikes work;
  - People at work need to be forced, controlled, directed and threatened;
  - The average person avoids responsibility and prefers to be directed.

McGregor states that this style of management is no longer suitable in the modern organizational setting.



- **Theory Y:** Characteristic assumptions of managers in this “mode” are:
  - Work is as natural as recreation and rest;
  - People will exercise “self-direction and control” to achieve objectives to which they are committed;
  - Commitment to objectives is related to the satisfaction of achievement;
  - If the conditions are right, the average person at work will seek and accept responsibility.

In a way, Theory Y is related to what we nowadays call ‘participative management.’ Theory Y principles are now generally recognized as being more likely to achieve optimal employee performance.

- ❖ **Maslow’s Theory of Needs:** This theory by Abraham Maslow (1943) argues that individuals are motivated to satisfy a number of different kinds of needs, some of which are more powerful than others. Maslow argues that until these most powerful needs are satisfied, other needs have little effect on individual’s behaviour. In other words, we satisfy the most powerful needs first and then progress to the less powerful ones. As one need gets satisfied, and therefore, less important to us, other needs come up and become motivators of our behaviour.

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Maslow represents this prepotency (being more powerful than others) of needs as 'hierarchy,' in the following figure 6/1. The most powerful needs are shown at the bottom of the pyramid, with powerfulness decreasing as one makes progress upwards.



Fig. 6/1

- **Self-actualization needs:** reaching your maximum potential, doing your best thing.
- **Esteem needs:** respect from others, self-respect, recognition.
- **Social needs:** application, acceptance, being part of something.
- **Safety and security needs:** physical safety, psychological safety.
- **Physiological needs:** hunger, thirst, rest.

#### 6.2.2 Job enrichment and job enlargement

- **Job enrichment:** In many organizations workers perform the same job for years together in the same way. It creates a lot of monotony and boredom in the minds of workers and they behave mechanically without any creativity or innovation which affects productivity and quality. The application of job enrichment includes not only an increased variety of tasks, but also provides an employee with more responsibility and authority. If the skills required to do the job are enhanced, it (job enrichment) may improve morale and performance.
- **Job enlargement:** Job enlargement is a sub-system of job enrichment. Here the employees are allowed to do or to have a holistic view of their job. In other words, instead of doing a specific job they are required to do the whole or more number of jobs. It may reduce some of the monotony, and as employee's boredom decreases, his/her work performance generally increases. This may be integrated with the sessions or programmes conducted on motivation.



### 6.2.3 Communication

Effective and rapid communication is a vital tool of management. Effective internal communication will ensure the following:

- With effective communication, every member of management and every other employee should receive precise and accurate information, to ensure that every person working for the organization knows exactly what they are expected to do, when and where; for what and for whom, and to whom, they are responsible. Misunderstandings and misinterpretations – which can result in wastage of time, effort, labour or money and/or loss of profit – can therefore be greatly reduced or even eliminated.
- No organization exists in a ‘vacuum’; change in trading conditions, in economy, in law and in attitudes, and in fashions and consumer demand, as well as technological developments, occur continuously. For an organization to prosper – and indeed to survive – its management must not only be able to react quickly in the right way to change, but must also be able to pass clear instructions quickly to all those people concerned. Instructions and information must get quickly from managers to supervisors and from supervisors to their subordinates, so that the changes and new methods can be interpreted without delay, particularly if new or existing employees need training or re-training.
- Effective two-way communication will help to promote good understanding between management and other employees, and that in turn can help to reduce disputes. Effective communication should not concentrate only on passing instructions ‘down the line’ and on receiving reports at higher levels; it should also be concerned with a two-way flow of needed information. The modern workforce (both managerial and non-managerial) is no longer content to blindly accept ‘instructions’ from above; employees want – and need – to know how decisions taken and instructions given might affect their livelihood and job security.
- Readily available and accurate information about the organization, its prospects and achievements and other problems it faces, generate a healthy interest in the organization among its personnel – which is by itself a form of motivation.

Training programmes in the area of communication are to be planned, designed and implemented for employees at all levels. The training plans can be made in the following manner:

- One or two sessions may be incorporated in the regular Human Resource Development, Human relations, Behavioural science, Induction and orientation programmes as a regular feature.
- Intensive short term capsule programmes and workshops may be designed only for managerial and supervisory personnel.
- General conferences, seminars and lecture sessions may be arranged giving opportunity to all the employees.



#### 6.2.4 Leadership

The organization is made up of groups of people. An essential part of management is coordinating the activities of groups and directing the efforts of their members towards the goals and objectives of the organization. This involves the process of leadership and the choice of an appropriate form of behaviour. In a work situation it has become increasingly clear that managers and supervisors can no longer rely solely on the use of their position in the hierarchical structure as a means of exercising the functions of leadership. In order to get the best results from subordinates, managers and supervisors must also have regard for the need to encourage high morale, a spirit of involvement and cooperation, and a willingness to work.

Leadership style is the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group. A description of leadership styles is given below:

- **The Authoritarian Style:** It is where the focus of power is with the leader, and all interactions within the group move towards the leader. The leader exercises decision making and authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards or punishments.
- **The Democratic Style:** Here the focus is more with the group as a whole and there is greater interaction within the group. The leadership functions are shared with members of the group. The group members have a greater say in decision making, determination of systems and procedures.



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- **A genuine Laissez-faire Style:** With this style the leader observes that members of the group are working well on their own. The leader makes a decision to allow them freedom of action and not to interfere, but is readily available if help is needed. This is to be contrasted with the leader who could not care, who deliberately keeps away from the trouble spots and does not want to get involved. The leader just lets members of the group get on with the work on hand. This is more a non-style of leadership. It can perhaps be labelled as abdication.
- **The Situational Style:** Leadership behaviour is determined by two factors – the personal characteristics of subordinates, and the nature of the task – as given below:
  - The personal characteristics of subordinates determine how they will react to the leader's behaviour and the extent to which they see such behaviour as an immediate or potential source of need satisfaction.
  - The nature of the task relates to the extent that is routine and structured, or non-routine and unstructured. For example, when a task is highly structured and the goals readily apparent, attempts to further explain the job or to give directions are likely to be viewed by subordinates as unacceptable behaviour. However, when a task is highly unstructured or the nature of the goals is not clear, a more directive style of leadership behaviour is likely to be welcomed by subordinates.

Leadership behaviour is based, therefore, on both the willingness of the leader to help subordinates and the needs of subordinates for help. Leadership behaviour will be motivational to the extent that it provides necessary direction, guidance and support, helps clarify path-goal relationships and removes any obstacles which hinder attainment of goals. By using one of the four styles of leadership behaviour the leader attempts to influence subordinates' perceptions and motivation, and smooth the path to their goals.

#### 6.2.5 Training programmes in leadership

Developing and harnessing of leadership qualities can be done effectively through knowledge, skills and attitude oriented training programmes. The programmes for personnel in managerial and supervisory positions may be organized in the following manner:

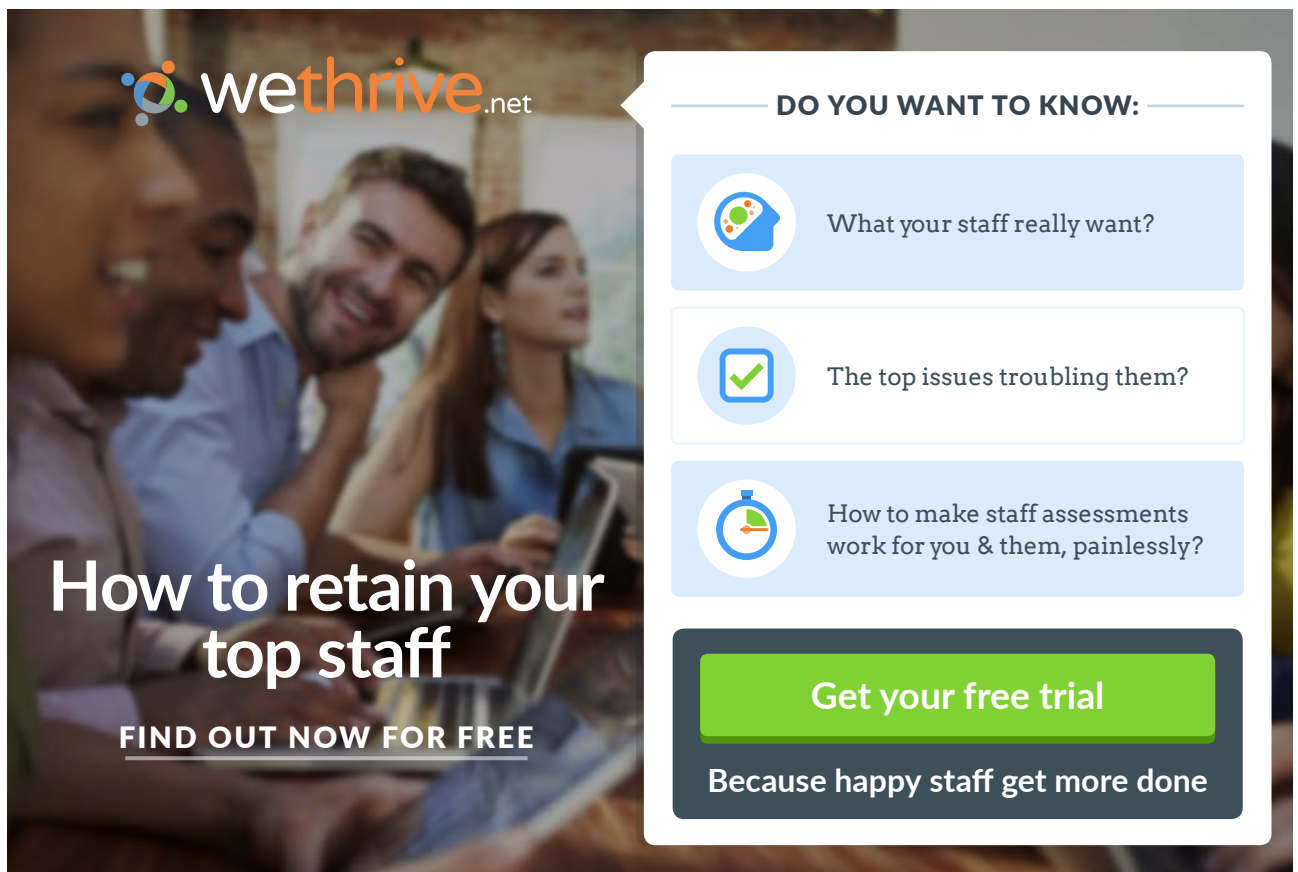
- One or two sessions may be included in the general development programme.
- Special short term programmes may be conducted.
- Methodology may include management games, role play, psychological questionnaires and instruments.
- Special training programmes like Blake and Mouton's Management Grid may be organized.



### 6.3 Integration of training and development areas

There are many developmental areas in the organization in which the employees are to be given training on a continuous basis. The trained employees should have adequate or even surplus avenues to utilize their learning in the operation area for better productivity. This is called an integration process. If there is no integration process between the training and developmental areas with the actual work environment, the training programmes become a ritual.

The whole-hearted support of all the personnel in the organization is needed to achieve a high level of integration leading to the highest productivity and also a congenial work environment on long term basis.






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Manmohan Joshi, M.A., M.Ed., Cert. EA, Dip. HRD, Dip. Mgmt. (UK) has over 40 years' teaching, training and administrative experience. He has worked as Principal of large and reputed schools in India, Kuwait and Sultanate of Oman.

For his work on Innovative Practices in Value Education he was awarded by the National Council of Educational Research and Training, India.

He is also the recipient of the Best Teacher Award from the Govt. of Tamilnadu as well as the Central Board of Secondary Education, India.

He has presented papers at various national and international conferences under the auspices of UNESCO. He has also conducted various workshops for teachers, students, parents and administrators. The topics covered a wide area viz., Leadership and Team Building, Value Education, Administration Skills, Choosing a Career, Effective Decision Making in Administration, Effective Communication Skills, Interpersonal Relationships, Continuous Comprehensive Evaluation, Skills in Dealing with Managers, Secretarial Skills. He has also authored several books on different subjects.

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