Kampala International University
Uganda

COLLEGE OF EDUCATION, OPEN AND DISTANCE LEARNING

MASTER OF BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT)

MODULE

TRAINING AND DEVELOPMENT

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INTRODUCTION

Unit 1

Training and Development

1.1 Introduction

Organization and individual should develop and progress simultaneously for the survival and attainment of mutual goals. So every modern management has to develop the organisation through human resource development. Employee training is important sub-system of human resource development. Employee training is a specialized function and is one of the fundamental operative functions of human resource management.

Meaning

After an employee is selected, placed and introduced, he or she must be provided with training facilities. Training is the act of increasing the knowledge and skills of employees for doing a particular job. Training is a short term educational process and utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose. In 1985, Dale Beach defined training as 'the organized procedure by which people learn knowledge and skill for a definite purpose'.

In other words, training improves, changes, moulds the employees' knowledge, skills, behaviour, aptitude, and attitude towards the requirement of the job and organisation. Training refers to the learning and teaching activities carried for the primary purpose of helping members of the organisation, to acquire and apply the knowledge, skills, abilities and attitudes needed by a particular job and organisation. Thus training bridges the differences between job requirements and employee present specifications.

Training and Development

Employee training is a distinct from management development or executive development while the former refers to training given to employees in the area of operations, technical and allied areas, the latter refers to developing employees in the areas of principles and techniques of management, administration, organisation and allied areas as summarized in ***table1***

***Table1*-Diffences between training and development**

Areas	**Training**	**Development**
Content	Technical skills and knowledge	Managerial and behavioral skills and knowledge
Purpose	Specific job related	Conceptual and general knowledge
Duration	Short term	Long-term
For whom	Mostly technical and non managerial personnel	Mostly for managerial personnel

1.2 The Nature of Training and Development

Training and development refer to the imparting of specific skills, abilities and knowledge to an employee.

More clearly, training and development may be understood as any attempt to improve current and future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. The need for training and development is determined by the employee's performance deficiency, **computed as follows:**

Training and development need = Standard performance – actual performance

We can make a distinction among training, education and development. Such distinction enables us to acquire a better perspective about the meaning of the terms. Training, as was stated earlier, refers to the process of imparting specific skills. Education, on the other hand, is confined to theoretical learning in classrooms.

Table 1: Training and education differentiated

Training	**Education**
Application	Theoretical orientation
Job experience	Classroom learning
Specific tasks	General concepts
Narrow perspective	Broad perspective

Training refers to the process of imparting specific skills while education is theoretical learning in classrooms.

Though training and education differ in nature and orientation, they are complementary. An employee, for example, who undergoes training, is presumed to have had some formal education. In fact, the distinction between training and education is getting increasingly blurred nowadays. As more and more employees are called upon to exercise judgment and to choose alternative solutions to the job problem, training programs seek to broaden and develop the individual through education. For instance, employees in well-paid jobs and/or employees in the service industry may be required to make independent decisions regarding their work and their relationships with clients. Hence, firms must consider elements of both education and training while planning their training programmes. Though it is useful to know the difference between training and education. Rather, elements of both education and training are assumed to be a part of the training programme.

Development refers to those learning opportunities designed to help employees grow. Development is not primarily skills-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions. Efforts towards development often depend on personal drive and ambition. Development activities, such as those supported by management developmental programmes, are generally voluntary.

To bring the distinction among training, education and development into sharp focus, it may be stated that training is offered to operatives, whereas developmental programmes are meant for employees in higher position. Education, however is common to all the employees, their grades notwithstanding.

1.3 Importance of Training

The importance of human resource management to large extent depends on human resource development. Training is the most important technique of human resource development. As stated earlier, no organisation that can get candidate who exactly matches with the job and organisational requirements. Hence, training is important to develop employees and make him suitable to the job.

Jobs and organizational requirements are not static, they are changed from time to time in the view of technological advancement and change in the awareness of TOQ and productivity management. The TQM can be only achieved through training as training develops human skills and efficiency. Trained employees would be a valuable asset to an organisation. Organisational efficiency, productivity, progress and development to a greater extent depend on training. Organisational objectives like viability, stability and growth can be achieved through training. Training is important as it constitutes significant part of management control.

1.4 Benefits of Training

Benefits of training are multi-faceted. Training benefits an organisation, individual and the formulation of policies and in maintenance of relations. These benefits are;

How training benefits an organisation

- Leads to improved profitability and/or more positive attitudes towards profits orientation
- Improves the job knowledge and skills of all levels of the organisation
- Improves the morale of the workforce
- Helps people to identify organisational goals
- Helps to create a better corporate image
- Fosters authenticity, openness and trust
- Improves the relationship between boss and subordinates
- Aids in organisational development
- Learns from trainees
- Helps prepare guidelines for work
- Aids in understanding and carrying out organisational policies
- Provides information for future needs in all areas of the organisation
- Organisation gets more effective decision-making and problem solving
- Aids development for promotion within
- Aids in developing leadership skill, motivation, loyalty, better attitudes, and other aspects that successful makers and managers usually display
- Aids in increasing productivity and/or quality of work

- Helps to keep costs down in many areas e.g Administration, production, personnel etc
- Develops sense of responsibility to the organisation for being competent and knowledgeable
- Improves labour management relations
- Reduces outside consultation costs by utilizing competent internal consulting
- Stimulates preventive management as opposed to putting out fires
- Eliminates sub-optimal behaviour
- Creates an appropriate climate for growth and communication
- Aids in improving organisational communication
- Helps employees adjust to change
- Aids in handling conflict, thereby helping to prevent stress and tension

Benefits to the Individual Which In Turn Ultimately Should Benefit the Organisation

- Helps the individuals in making better decision and effective problem solving
- Through training and development, motivational variables of recognition, achievement, growth, responsibility and achievement are internalized and operationalised
- Aids in encouraging and achieving self-development and self confidence
- Helps a person handle stress, tension, frustration and conflict
- Provides information for improving leadership knowledge, communication skills, and attitude
- Increases job satisfaction and recognition
- Moves a person toward personal goals while improving interactive skills
- Satisfies personal needs of their trainer or trainees
- Helps a person develop speaking, listening, writing skills when exercises are required
- Helps to eliminate fearing in attempting new tasks

Benefits in Human Relations, Intra and Intergroup Relations and Policy Implementation

- Improves communication between groups and individuals
- Aids in orientation for new employees and those taking new jobs through transfers or promotions
- Provides information on equal opportunity and affirmative action
- Provides information on other government laws and administrative policies
- Improve interpersonal skills
- Makes organisational policies, rules and regulations viable
- Improves morale
- Builds cohesiveness in groups
- Provides a good climate for learning, growth and coordination
- Makes the organisation a better place to work and live

The increasing competition, among other things increases the significance of training. Training matches employees with the jobs from time to time. Further trained employees invite organisational change and ready to take up any organisational assignment. The success of any organisation, to the greater extent depends on the amount, qualitative and timely training provided by an organisation. More so, the importance of training can also be viewed from the need of training and the advantages of training.

1.5 Training Objectives

Generally, line managers ask the personnel managers to formulate the training policies. The personnel managers formulate the following training objectives in keeping with the firm's goals and objectives. These include the following.

a. To prepare the employees both old and new to meet the present as well as changing requirements of the jobs and the organisation.
b. To prevent obsolescence
c. To impart new entrants the basic knowledge and skills they need for intelligent performance definite jobs.
d. To prepare employees for higher level tasks

e. To assist employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing skills they will need in their particular fields.
f. To build up a second line of competent officers and prepare them to occupy more responsible positions.
g. To broaden the minds of senior managers by providing them with opportunities for an interchange of experiences within and outside with a view to correcting the narrowness of outlook that may arise from over specialization.
h. To develop the potentialities of people for the next level job.
i. To ensure smooth and efficient working of a department
j. To ensure economical output of required quality.
k. To promote individual and collective morale, a sense of responsibility, co-0perative attitudes and good relationships.

1.6 Training Philosophy

The training philosophy of an organization spells out the degree of importance it attaches to training. Some companies adopt laissez-faire where employees decide on what to do for themselves and in case of scarcity of skills, these companies source from others which do invest in training. Enterprises with a positive training philosophy understand that they live in an environment where competitive advantage is achieved through a competent workforce. This is done through investing in developing the skills and competence of the employees because the shortage of actual and potential skills threatens the organization s future progress. To this end, they believe that training is an investment that pays off. The area in which a training philosophy should be developed includes the following;

- **A strategic approach to training**

This strategy takes a long term view of what skills, knowledge and competence employees in a company need. It involves a systematic analysis of the activities an enterprise is engaged in and match them with skills requirement. In here, the training philosophy emphasizes that training and development should be an integral part of management process.

- **Relevant**

This emphasizes that an enterprise should not go for training for trainings sake, the training philosophy emphasizes that training must be relevant in that it satisfies identified and appropriate training needs.

- **Problem-based**

In here, the philosophy emphasizes that training should be problem based in that it should be embarked on to fill the gaps between actual performance and desired performance of employees. The problem may be a negative one in form of weakness that needs to be remedied.

- **Action-oriented**

The philosophy should stress that training is there to make things happen, to get people into action and ensure that they can do things better now than before. The objectives of a training event of programme should be defined in terms of deliverables, i.e. after training, this is what will be achieved or this is what employees will be able to do.

- **Performance related training**

This involves relating training specifically to performance and competence requirements. This is especially when the company is to undergo fundamental changes like introduction of new products process or system.

- **Continuous development**

This emphasizes that learning is a continuous process and therefore, a policy of continuous development should be pursued in other words training should not be regarded as simply the provision of short, isolated courses at various points in a person's career.

- **Training policies**

This expresses that training of the organization. They provide guidelines on the amount of training that should be given to employees in different positions e.g.

managerial, professional, technical and supervisory positions every year, the proportion of turn over allocated to training, the scope and aims of training schemes and the responsibility for training.

1.7 Need for Training

Every organisation, big or small, productive or non-productive, economic or social, old or newly established should provide training regardless of their qualification, skill, and suitability for the job. Thus, no organisation can choose whether or not to train employees.

Training is not something that is done once to new employees; it is used continuously in every well run organisation. Further, the technological changes, automation, require updating skills and knowledge. Such an organisation has to retrain the old employees. Specifically, the need for training arises due to the following reasons:

- **To match employee specifications with the job requirements and organisational needs:** an employee's specification may not exactly suit to the requirements of the job and the organisation irrespective of his past experience, qualifications, skills, and knowledge. Thus, every management finds deviations between present employees' specifications and job requirements and organisational needs. Training is needed to fill these gaps by developing and molding the employees' skills, knowledge, attitude, aptitude, behaviour etc, to the tune of the requirements and organisational needs.
- **Organisational viability and transformation process:** The primary goal of most organisations is their viability is continuously influenced by environmental pressure. If the organisation does not adopt itself to the changing factors in the environment, it will lose its market share. If the organisation desires to adopt these changes, first it has to train employees to impart specific skills and knowledge in order to enable them to contribute to the organisational efficiency and cope up with the changing environment. In addition, it provides continuity to the organisational process and development.

- **Technological advances:** every organisation in order to survive and to be effective should adopt the latest technology i.e., mechanization, computerization and automation. Adoption of the latest technological means and methods will not be complete till they are manned by employees possessing skill to operate them. So, organisation should train employees to enrich them in areas of technical skills and knowledge from time to time.
- **Organisational complexity:** with the emergence of increased mechanization and automation, manufacturing of multiple products and by-products or dealing in services of diversified lines, extension of operation to various regions of the country or in overseas countries, organisation of most companies has become complex. This leads to growth in number and kind of employees and layers in organisational hierarchy. This creates the complex problems of co-ordination and integration of activities adoptable for and adoptable to the expanding and diversifying situation, integration and adaptability to the requirements of growth, diversification and expansion.
- **Human relations:** trends in approach towards personnel management has changed from the commodity approach to partnership approach, crossing human relations approach. So today, management of the most organisations has to maintain human relations besides maintaining sound industrial relations although hitherto the managers are not accustomed to deal with the workers accordingly. So, training in human relations is necessary to deal with human problems and to maintain human relations.
- **Change in the job assignment:** training is also necessary when the existing employee is promoted to the higher level in the organisation and there is some new job or occupation due to transfer. Training is also necessary to equip old employees with the advanced disciplines, techniques or technology.

The need for training also arises to:

- Increase productivity
- Improved quality of a product/service
- Help the company to fulfill its future personnel needs

- Improve organisational climate
- Improve health and safety
- Prevent obsolescence
- Effect personnel growth
- Minimize resistance to change

1.8 Inputs in Training and Development

Any training and development programme must contain inputs which enable the participants to gain skills, learn theoretical concepts and help acquire vision to look into the distant future. In addition to these, there is a need to impart ethical orientation, emphasize on attitudinal changes and stress upon decision-making and problem-solving abilities.

- **Skills**

Training, as was stated earlier, is imparting skills to employees. A worker needs skills to operate machines and use other equipment with least damage and scrap. This is a basic skill without which the operator will not be able to function. There is also the need for motor skills. Motor skills (or psychomotor skills, as they are sometimes called) refer to performance of specific physical activities. These skills involve learning to move various parts of one's body in response to certain external and internal stimuli. Common motor skills include walking, riding a bicycle, tying a shoelace, throwing a ball, and driving a car. Motor skills are needed for all employees-from the janitor to the general manager. Employees, particularly supervisors and executives, need interpersonal skills popularly known as the people skills. Interpersonal skills are needed to understand oneself and others better, and act accordingly. Examples of interpersonal skills include listening, persuading, and showing an understanding of others' feelings.

- **Education**

The purpose of education is to teach theoretical and concepts and develop a sense of reasoning and judgment. That any training and development programme must contain an element of education is well understood by HR specialists. Any such programme has university professors as resource persons to enlighten participants about theoretical knowledge of the topics proposed to be discussed. In fact, organizations depute or encourage employees to do courses on a part-time basis. Chief executive officers (CEOs) are known to attend refresher courses conducted by business schools. Education is more important for managers and executives than for lower-cadre workers.

- **Development**

Another component of a training programme is development which is less skill-oriented but stresses on knowledge. Knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful for better management of a company.

An organization expects the following from its managers when they are deputed to attend any training and development programme.

- How do we make our managers self-starters? How do we imbibe them with a sense of commitment and motivation so that they become self-generating?
- How do we make them subordinate their parochial, functional loyalties to the interests of the organization as a whole?
- How do we make them result-oriented? How do we help them see and internalize the difference between activity and results, and between efficiency and effectiveness?
- How do we make them sensitive to the environment in which they function, both at the workplace and outside?
- How do we make them aware of themselves-their potential and their limitations: how do we help them see themselves as others see them and accept this self-image as a prelude to change?
- How do we teach them to communicate without filters, to see and feel points of view different from their own?

- How do we teach them to communicate without filters, to see and feel points of view different from their own?
- How do we instill a zest for excellence, a divine discontent, a nagging dissatisfaction with the status quo?

Surely, the above must form part of any training and development programme.

- **Ethics**

There is need for imparting greater ethical orientation to a training and development programme. There is no denial of the fact that ethics are largely ignored in business. Unethical practices abound in marketing, finance and production functions in an organization. They are less seen and talked about in the personnel function. This does not mean that the HR manager is absolved of the responsibility. If the production, finance or marketing personnel indulge in unethical practices the fault rests on the HR manager. It is his/her duty to enlighten all the employees in the organization about the need for ethical behavior.

Ethical orientation is significant for the following reasons:

- Ethics correspond to the basic human needs. All of us to be ethical in our personal lives and in business dealings, too.
- Values create credibility with the public. An organization perceived by the public to be ethically and socially concerned will be honored and respected even by those who have no intimate knowledge of its actual functioning.
- Values lend management credibility with employees. They provide a common language for aligning a company's leadership and its people.
- Values help in better decision making. Ethical attitudes help managements make better decisions which are in the interest of the public, the employees, and in the long term-the company itself.

- Ethical practices are good even from the profitability point of view. This may sound quixotic, but hard facts reveal the correlation between ethics and profit. The Tata story, as revealed by the creation of wealth is a fine example to be remembered here. In addition, a research paper presented in the California management review, not long ago, shows that over a seven-year period, the corporations which showed the highest concern for ethics also tended to show the highest growth and profits.
- Finally, ethics are important because government and law cannot always protect the society, but ethics can. Employees' interest is better protected by an ethically-conscious management than a plethora of labour acts. It is too well-known that Tatas implemented several labor welfare measures long before they were mandated by the government.

Attitudinal changes

Attitudes represent feelings and beliefs of individuals towards others. Attitude affects motivation, satisfaction and job commitment. Negative attitude need to be converted into positive attitudes. Changing negative attitudes is difficult because:

- Employees refuse to change
- They have prior commitments, and
- Information needed to change attitudes may not be sufficient. Nevertheless, attitudes must be changed so that employees feel committed to the organization, are motivated for better performance and derive satisfaction from their jobs and the work environment.

Decision making and problem solving skills

Decision making and problem solving skills focus on methods and techniques for making organizational decisions and solving work-related problems. Learning related to decision-making and problem-solving skills seeks to improve trainee's abilities to define and structure problems, collect and analyze information, generate alternative solutions and make an optional decision among alternatives. Training of this type is typically provided to potential managers, supervisors and professionals.

1.8.1 Training Inputs at HUL

Training and development efforts at HUL are designed to develop the following;

- Helping employees satisfy personal goals through higher level of skills and competencies
- Facilitating higher contribution at their present jobs and preparing them for the next level of responsibility.
- Developing individuals and terms to meet the total needs of the organization

HUL has also packed into their training and development programme the “differentiating competencies” of their parent Uniliver. The differentiating competencies are:

Clarity of purpose: Understands totality of a situation and sees clearly what needs to be done and how to achieve it.

Practical creativity: Creates business insights which can be turned into news and realistic plans

Objective analytical power: Develops accurate, objective assessments of what needs to be done, even in complex and difficult situations.

External orientation: Has a deep understanding of developments in the external world, especially in society, consumers and technology and in developments elsewhere in Uniliver. Understands and addresses the needs of the customers inside as well as outside uniliver

Entrepreneurial drive: Is constantly energized to improve business results in both the short term and long term. Takes initiatives often involving calculated risks and has the tenacity and resilience to ensure achievement.

Leadership of teams: Inspires team to support business direction, develops team capability and respects cultural differences

Leadership of individuals: Inspires subordinates, sets high standards of performance, and hold subordinates accountable for achieving them. Builds skills and capabilities of subordinates

Adaptive influential skills: Successfully influences without hierarchical power and maintains positive relationships with colleagues

Self confident integrity: Stands up for convictions and values and takes difficult decisions

Team commitment: Works cooperatively as a member of a team and is committed to the overall team objectives rather than own interests.

Learning from experience: Actively learns from own failures and successes and those of others

1.9 Review Questions

1. To what has relevance influenced training philosophy in an organisation?
2. Training and development is regarded feature for any organisational success. Justify the statement.
3. Discuss the inputs of training in any given training workshop.

Unit 2

Stages in Training

Training should be conducted in a systematic order to derive expected benefits from it. Training system involves four stages Viz., needs assessment, designing training program, implementation of training program and evaluation of training program as illustrated in ***table2.***

Table2.		**TRAINING STAGES**	
Stage-1 **Needs assessment**	**Stage 2** **Program design**	**Stage-3** **Implementation**	**Stage-4** **Evaluation**
• Organisational analysis • Departmental analysis • Job analysis • Employee analysis	• Instructional objectives • Learning principles • Teaching principles • Training principles • Content design	• On-the-job method • Off-the-job method • Apprenticeship • Features of an instructor • Conduct the program	• Reactions • Learning • Job behaviour • Organisation • Ultimate Value

2.1 Stage-1: Assessment of training needs

Training needs are identified on the basis of organisational, job and man analysis. Training programme, training methods and course content are to be planned on the basis of training needs. Training needs are those aspects necessary to perform a job in an organisation in which employee is lacking attitude/aptitude, knowledge, skills etc.

Training needs =job and organisational requirements minus employees specifications.

Training needs can be identified through identifying the organisational needs based on the following-table 1:

Organizational support needs assessment is likely to make inroads into organizational life. The assessment tends to change patterns of behavior of employees. When the needs assessment is carefully designed and supported by the firm, disruption is minimized and cooperation is much more likely to occur. Obviously, the analyst needs to take steps to work effectively with all parties and gain the trust and support of the participants in the needs assessment.

- Organisational analysis: This includes analysis of objectives, resource utilization, and environment scanning and organisational climate. Organisational strength and weakness in different areas like accidents, excessive scrap, frequent breakage of machinery, excessive labour turn over, market share, and other marketing areas, quality and quantity of the output, production schedule, raw materials and other production areas, personal, finance etc.
- Departmental analysis: departmental strength and weakness including special problems of the department or a common problem of the group of employees like acquiring skills and knowledge in operating computer by accounting personnel.
- Job/Role analysis: this includes study of jobs /roles, design of jobs due to changes, job enlargement and job enrichment, etc. In addition to obtaining organizational support and making organizational analysis, it is necessary to

assess and identify what tasks are needed on each job and which knowledge, skills and abilities (KSAs) are necessary to perform these tasks. This assessment helps prepare a blue print that describes the KSAs to be achieved upon completion of the training programme.

- Employee analysis: individual strengths and weakness in the areas of job knowledge, skill, etc (table 3)

Table 1: Three Levels of Training

Level of training need	**Main question to be answered**	**Typical conclusions recommendations**	**Process referring to as:**
Organizational level	Where is training most needed? i.e. in which department or section? or, for which occupational group	**1.** The most urgent need is in the cold-rolling department, or 2. the most urgent need is for clerical training throughout the organization, or 3. Successors for Managers A, B and C must be training before the latter retire in twelve months' time.	Identification of Training Needs
Departmental level	What skills knowledge! attitudes are required for a part particular occupation?	Skills/knowledge/attitudes required are... (usually written as a job specification)	Job Analysis
Individual	Which individuals require	1. (a) Henry Roberts, cold	Assessment

level .	training to attain which particular skills/knowledge/attitudes?	roller, needs training in faults recognition and correction. (b) Joseph Brown and Richard Jones, assistant cold rollers, need training in safe lifting procedures, or 2. All new clerical entrants will require training in the following.., or 3. (a) David Henderson requires training in...to succeed Manager A. (b) James Richards requires training in to succeed Manager B (c) A replacement for Manager C will have to be recruited externally	Step

Source: Boydell TH (1983)

Nti and Owusu (1974) argued that although the requirements of operating organizations should be the major determinant of training needs, needs of individual employees must of necessity be considered arid met-but within the framework of organizational needs. This requires study of organizational and operating problems as well as appraisal of performance and potential of individuals. This is essentially a line responsibility. The operating department must identify and analyze operating situations that need improvement, determine the changes required and decide what action will best accomplish those changes.

To be able to determine effectively which person should undergo what training, it is necessary to identify the purpose of each significant job and its components and to satisfy the skill and knowledge required for effective work performance.

Such an analysis identifies the programme standards required to set objectives for a training programme and subsequently to evaluate it. To facilitate evaluating, the training objectives should, as far as practicable, be expressed in terms of what the employee is expected to be able to do at the end of his training and should be communicated to and accepted by the prospective trainee.

The analysis provides a picture of what the organization expects of a particular job and the skills and knowledge necessary for acceptable performance. By matching these requirements with his performance the training needs of an employee can be surmised. This analysis is outlined in the table below:

Table 2: Training Needs Analyses - A summary

Diagrammatically, the process, of need analysis can be presented as follows:

Based on:	As discovered by:	To determine:
A. Analysis Of Organizations Problems	(a) *Asking:* Employees Supervisors • Top Management (b) *Observing:* • Employees • Their work • Workflow • Relationships	(I) What the problem is (ii) What causes this problems or situation (iii) Exactly what do we really want?
B. Analysis Of Employees' Performance, Problems And Potential	(C) *Studying:* Job Analysis Performance Records . Reports • Public	(iv) What do we have now? (v) What do we lack? (vi) Which of these needs have the greatest priority? (vii) How shall we go about doing it.

	reactions to organization, service • Organization policies	

In the Uganda civil service, however, there is not much evidence that this sort of detailed analysis exist to any marked degree.

Assessment methods

The following methods are used to assess the training needs;

- Organisational requirements/weakness.
- Departmental requirements/ weakness.
- Job specifications and employee specifications.
- Identifying specific problems.
- Anticipating future problems.
- Management's requests.
- Observation.
- interviews
- group conferences
- questionnaires surveys
- Text or examinations.
- Check lists.
- Performance appraisal.

Table 3 Methods used in training needs analysis	
Group or organisational analysis	**Individual analysis**
• Group or organisational analysis • Organisational goals and objectives • Personnel/skills inventories • Organisational climate indices	**• individual analysis • performance appraisal • work sampling**

• **MBO or work planning systems** • **Efficiency indices** • **Exit interviews** • **Quality circles** • **Customer survey/satisfaction data** • **Consideration of current and projected changes** • **Training content for different categories of employees**	• **rating scales** • **attitude survey** • **questionnaires** • **work sampling** • **interviews** • **interviews**

Training methods and content may not be the same for different categories of employees. As such management has to train the employees of different categories in different areas and through different methods based on the job analysis. Training methods and content for a few jobs are discussed hereunder with a view to giving an idea to the reader.

Supervisory Training

Supervisors mostly learn to supervise under the guidance of a manager. Hence, the emphasis should be on the job training methods. These methods can be supplemented by various off the job training methods. Course content of training to this category include: production control, organisation methods, work/activity control, method study, time study, job evaluation, company policies and practices, personnel policies, procedures, programmes, training the subordinate, grievance handling, disciplinary procedure, communication, effective instruction, report writing, performance appraisal, personnel records, dealing with absenteeism, labour turn-over, industrial and labour laws, leadership qualities etc.

Sales Training

Emphasis should be towards on the job as well as off-job training methods in training the sales personnel. Course content include job knowledge, organisational knowledge, knowledge about the company products, customers, competitors, sales administration procedures, law concerning sales, special skills like prospecting, making presentations, handling, objections, closing the sales etc. employee attitudes such as loyalty to the company and trust in the company products, understanding and tolerance with regard to potential and existing customers.

Clerical Training

Emphasis may be given on the off-job training in training the clerical personnel. The training content includes organisation and methods, company policies, procedures and programmes, background knowledge of the company, forms, reports, written communication, clerical aptitude, maintaining ledgers, records etc.

Learning and Teaching

The training programme will not be effective if the trainer is poorly qualified or ill-equipped with the technical aspect of the content or if he lacks aptitude for teaching and teaching skills. Training comprises of mainly learning and teaching. Training principles can be studied through the principles of learning and teaching.

Needs Analysis: Trends in Training

Training investment continues to grow in organizations, particularly when working towards a particular initiative e.g. Investors in People accreditation. All organizations need to be sure that their investment in training contributes to corporate objectives. The effectiveness of training can only be judged by individual organizations in the light of their priorities and objectives.

In many organizations training has evolved over the years as a result of ad-hoc demands and individual initiatives. The training organization can be based on past needs and traditional training methods. As a result, training in some organizations has become peripheral to the real pressures and demands of the organization.

There are a number of factors influencing the direction and role of training and its contribution to organizational effectiveness:

- Impact of social, technological and economic change
- Move away from hierarchical to multi-disciplinary teams
- Focus on cost-effectiveness
- Priority on Quality and Customer Care
- Demand for tailor-made courses
- Training needed in a shorter time-scale
- Range of methods used for learning and training
- Roles of trainers are more diverse.

Effect of these factors on the Training Section:

- Training needs to meet the priorities and objectives of the organization
- Training resources need to be invested in organizational priorities
- Investment and training needs to be measured in outcome terms
- Training needs to demonstrate effectiveness and efficiency in meeting objectives
- Training needs to organize itself to meet current and future needs of the organization.

An organizational needs analysis provides the organization with evidence as to the performance needed, the resources required and the priority attached to meeting the needs.

A training review provides an overview of the role and contribution of training in the light of organizational priorities, best practice and future demands.

Needs Analysis: Advantages to the Organization and the Training Function

TNA is a systematic analysis of any training activities that an organisation requires to achieve its objectives and goal. A formal needs Analysis project may be completed by an organization every few years, with smaller projects completed, as required, in response to changing objectives and working practices of the organization. Carrying out a Needs Analysis has advantages for both the organization and the training function.

Advantages to the Organizations

- creates a better knowledge and understanding of current and anticipated needs;
- provides the evidence for deciding to invest resources;
- ensures that resources are allocated to priorities;
- enables the organisation to plan to meet needs in advance of crises;
- provides an overview of the implications of priorities and objectives for staff performance;
- creates a framework within which day-to-day learning needs can be examined;
- provides the basis for evaluating the contribution of training and development activities.

Advantages to the Training Function

Needs Analysis

- is a visible approach to addressing the full breadth of organizational problems, concerned with achieving organizational objectives;
- provides clarity in the purpose and contribution required from the training function;

- ensuring training resources are allocated to organizational (not just training) priorities;
- involves managers in determining priorities;
- builds relationships with the key branches and managers within the organization;
- increase the credibility of the training function (because it is involved in determining real needs);
- provides the performance information for evaluating the contribution of training;
- challenges training provided for its own sake;
- provides the information required to design training programmes;
- Begins to build commitment to action on the priority training needs.

2.1.1 Assessing Needs And Identifying The Target Population

1. The Training Needs

(a) Why Assess Needs'

We need to assess needs to avoid the twin perils of over-training and under-training as well as missing the need completely.

Over-training ('we thought it would be interesting to include this topic as one or two of them might require this sort of detail and it won't do the rest any harm') costs money in terms of trainers' time, equipment and accommodation. Students are set unnecessarily high standards and the likelihood of their failure is enhanced even though they are perfectly able and confident to do the job. These results in job dissatisfaction because students feel unprepared, inadequate, and unable to perform the duties required.

If training needs are assessed properly the results should be that:

- the training will be relevant and therefore effective;
- it will probably be cheaper because resources are not wasted;
- Students are more likely to be motivated if their needs are being met.
- Management are more likely to be committed if the needs have been properly assessed they are getting value for money.

(b) What is a Training Need?

Training's job is to improve performance where a deficiency exists but it would be short sighted to assume that wherever a deficiency is present, training is always the answer. There could be a number of answers to the problem and as training is an expensive item they are all well worth exploring before a course of training is considered. A fall-off in job performance could be the result of over loaded staff, poor management, no career development to name but a few. Perhaps better communication, a staff inspection, a statistical sample of work, or performance appraisal interviews are among the answers. Once the problem has been fully examined it can be decided which elements of it require a formal training course and those which require less formal training or other forms of actions.

A training need can be defined as the difference between what is required to do the job and what is already possessed by the trainees. -This is known as the Training Gap.

(c) How to Analyze Training Needs

In order to analyze the training needs and thus provide the training required it is necessary to clearly identify in detail what is required to do the job and what is already possessed by the trainees. In order to deal with the former to a suitable degree of detail it is appropriate to look at Job Analysis as a method of attaining a detailed breakdown of a job. Some definitions may be useful at this point:

- **The Job**

No individual performs one single job. A person’s occupation can be broken down into a number of jobs each of which can be analyzed in detail. A job can be defined as:
All the tasks carried out by a particular individual in completion of his/her prescribed duties and the inter-relationship between those tasks.

- **Job Analysis**

Job analysis is defined as:

The process of examining a job in order to identify its component parts and the circumstances in which is performed.

- **Job Description**

This is one of the end products of Job Analysis and is a broad outline statement of the purpose, scope, duties and responsibilities of a particular job. One way of preparing this is to list items under the following headings: Title; Department; Function; Hours of Work; Responsible to; Responsible for; Authority over; Duties/Responsibilities. In many cases the Job Description will already have been written in connection with other purposes (eg it forms part of the staff appraisal process and this can be made use of.

- **Job Specification**

At a higher level of detail is the job specification. This is the main product of job analysis as far as training is concerned. The job specification is defined as:

A detailed statement of the physical and mental activities involved in the job. The specification is expressed in terms of behaviour; what the person does, what knowledge he/she uses in doing it; the judgments he/she makes and the factors he/she takes into account when making them.

This is the main area of work for the trainer setting out to design a course from scratch as the Job Specification in terms of skills, knowledge and attitudes will form the basis of his/her objectives and the course itself.

There are a number of ways of getting the information required for a Job Specification. The following list is specifically for use in a Job Training situation but the methods are applicable to more general subjects like Background and Development Training.

(a) Job Observation and Interviewing

The person doing the job is observed at his/her job so as to cover all the routines and then the trainer probes and discusses the performance of the job in interviews, first with the person performing the job and subsequently with the person's line managers and members of staff, where this is applicable. A check list of headings which provides a useful basis for such an interview is set out in the Appendix.

(b) Questionnaires

When the job being analyzed is done by a large number of people, it is not always possible or necessary to study them all, but it may be important to give them the opportunity to provide information. [n such a situation a questionnaire is a useful tool. This can be developed from pilot studies based on the job observations and should contain questions found to be relevant and revealing about the job.

(C) Group Discussion

This is a quick way of obtaining information, arid it often provides information on the difficulties distaste of a job and on other analytical areas. The group should be small (5-10 individuals) otherwise it becomes difficult to handle. Discussion can really only be used in conjunction with (a) and (b) above.

(d) Specialist studies of the Job

More and more jobs are being studied by specialists for purposes other than training. The activities of Work Study arid organisation & Methods teams, Staff Inspectors and System Analysis are examples. It will pay a trainer who is engaged on job analysis to find out if any such study has been carried out on the job in which he/she is interested, because this can then be referred to and useful information extracted. However, care must be taken to avoid becoming immersed in data which may be irrelevant from the point of view of training.

Specialists' studies which can often provide information include:

- Work study or motion-time investigations, including activity sampling. These may reveal improvements which could be made in the job and which should be included on the job specification.
- Any form of analysis for computer installation e.g. PERT, system analysis
- Critical path analysis or process chart studies.

(e) The Manager

An interview with the manager is often a good start. The information collected should indicate future changes in the job, and the manager's expectations about how the work is to be done and the standards to be achieved. The manager should also be able to provide information on the job objectives, which can then be checked against other sources of information.

(f) The Supervisors

Supervisors are often the main source of information about acceptable ways of doing the job and about standards because they are responsible for getting the work done. Background information, an overall account of the job and data on equipment and facilities can also be obtained from them. They should also be able to provide information on the reporting organization and chain of command.

(g) The Officer Doing the Job

Whenever possible, the job as performed by a number of individuals should be analyzed. Differences in job methods, as well as in difficulties and distaste, may be found between the experts, the experienced and the recently trained. It is useful to study staffs that are judged to be good performers by their managers, and to compare their methods with those used by staff who are not considered to be as good.

(h) 'Leavers'

Staffs that leave a job are a fruitful source of job information, particularly in the areas of job difficulties and distaste. They may also make contributions to job modification and/or training re-design. Be prepared for some of this information to be critical, in both senses of the word.

(I) Rules and Procedures

In many instances there will be written information which can be drawn upon, eg office codes, instructions, regulations, circulars, job break-downs etc. All such sources should be consulted.

(J) Personal Experience

It is often useful for the analyst to do the job him/herself, particularly when the work cycle is short and relatively simple. This may create a better understanding of what is involved, highlight the problems encountered by the learner, and bring to his/her attention things that may have missed in other observations.

Having sought and acquired all the information about the job concerned in terms of the skills (what the person does) the knowledge (what information the person requires in order to carry out the skills) and the attitudes (the persons feelings, state of mind, prejudices etc), the trainer must assess the existing skills, knowledge and attitudes of the trainees. Once that is known the Training Gap will have been identified.

The emphasis has been, on job training in this handout but the approach outlined above, particularly the identification of the skills, knowledge and attitude elements are readily transferable to all types of training including Background, Induction and Management training in all its forms.

The following section covers some methods of assessing the existing level of trainees and also looks at identifying the Target Population.

2.1.2 The Target Population

Target population' is a training term used to describe the type of learner you have in mind when designing any type of learning programme. Your estimation of the abilities, aptitudes, qualifications and existing knowledge of a Target Population will determine the level and pace you will set for the course.

You should try to get a clear picture of your learner, so that the programme can be tailored to meet particular needs. The definition of the Target Population must therefore be specific, eg 'The course is designed for staff who have already attended the basic course (or an equivalent course in instructional techniques)'; 'Applicants for the course must hold appropriate certificates in education or training'; 'Middle Managers with not more than 6 months experience in establishment work'. These examples all set standards for inclusion on particular courses.

The more specific and detailed the definition of your Target Population, the more you can be confident that the programme is likely to satisfy their needs. The looser and wider the definition, the greater the danger that students' needs will not be properly catered for.

There are a number of ways of finding out whether your potential students fulfill the criteria for inclusion on the course. Pre-course tests and questionnaires are commonly used; they can be quite easily integrated into the nomination form on vetting procedure at that stage. Pre-reading in the form of articles, books or even handouts like this one can be used to bring people up to the required level of knowledge before they attend the course.

The problem of individuals coming to a course with different levels of knowledge and experience probably cannot be eradicated completely but some steps can be taken to mihimise the problems that this can present the trainer with.

If you require more information concerning job analysis, recommended reading is 'A Guide to Job Analysis' by T H Boydell published by BACIE.

Consequences of absence of training needs assessment

The significance of needs assessment can be better understood by looking at the consequences of inadequate or absence of needs assessment. Failure to conduct needs assessment can contribute to:

- Loss of business
- Constraints on business development
- Higher labour turnover
- Poorer-quality applicants
- Increased overtime working
- Higher rates of pay, overtime premiums and supplements
- Higher recruitment costs, including advertising, time and incentives
- Greater pressure and stress on management and staff to provide overt
- Pressure on job evaluation schemes, grading structures, payment systems and career structures
- Additional retention costs in the form of flexible working time, job-sharing, part-time working, shift working etc
- Need for job redesign and revision of job specification
- Undermining career paths and structures
- Higher training costs

2.1.3 The Parties Involved In Designing TNA

Generally, the responsibility for training lies with the person(s) responsible for the organizational objectives and for the people employed. Such responsibilities therefore lie with all levels of management because training is largely a management responsibility.

However in designing a TNA at least four people have got to be involved. These include the manager, the supervisor, the personnel officer/manager in the organization and the person doing the job. Another useful but less important than the people above are the peers, if any, of the jobholder whose training needs are being analyzed.

The managers should give a general view of the expectations and standards, while the supervisor who in most cases is the source of information about standards and the acceptable ways of doing the job. This is mainly because he is the one responsible for getting the work of the supervisee done. On the other hand the personnel officer/manager should be able to give “specialist” guidance to those involved in the TNA.

It must be emphasized however that as many members of the organization should be involved in the TNA process. This is because they have a stake in the process and they should eventually feel that they own the training programme.

CONCLUSION

It is necessary to emphasize that identification of training needs should be an on-going activity and not an exercise beginning today and ending tomorrow. This is because organizations are subject to change; everything is in a state of change and consequently training programmes and methods will need up-dating. In addition there will always be need for progressive isolation o f the in-depth training needs, since problems are quite often symptoms of other problems. No doubt this calls for commitment by all parties concerned.

2.2 Stage-2: designing the training proramme.

After assessing the training needs, the organization has to design the training programme that would meet the needs. The success of designing the training programme depends on the accurate training needs assessment and designing the training programme based on the needs. Design of the training programme should focus on: (I) Instructional objectives, (ii) Principles of learning and teaching, (iii) Principles of training, (iv) Characteristics of the instructor, and (v) Content of the program.

Instructional objectives

Instructional objectives specify the skills, knowledge, talents and competency to be acquired, attitudes, values, and beliefs to be changed and behavior to be modified. Performance-centred instructional objective is widely used as it provides the skills, knowledge and behavior required to the employee and the performance appraisal would be unbiased.

Thus, instructional objectives should be based on the intended performance objectives/results and the results expected from the instruction, Instructional objectives, in turn, help to select training material and training methods.

Learning Principles

- Models of human learning are studied in order to find out the reasons for fast accurate learning. The principles of learning developed by Sikula are as follows:

- All human beings can learn.
- An individual must be motivated to learn.
- Learning is active but not passive.
- Learners may acquire knowledge more rapidly with guidance. Feedback ensures improvement in speed and accuracy of learning.
- Appropriate material (like case studies, tools, problems, reading etc.) should be provided.
- Time must be provided to practice learning.
- Learning methods should be varied. Variety of methods should be introduced to offset fatigue and boredom.
- The learner must secure satisfaction from learning. Education must fulfill human needs, desires and expectations.

- Learners need reinforcement of correct behavior.
- Standards of performance should be set for the learner.
- Different levels of learning exist.
- Learning is an adjustment on the part of an individual.
- Individual differences ploy a large port in effectiveness of the learning process.
- Learning is a cumulative process.
- Ego involvement is widely regarded as a major factor in learning.
- The rate of learning decreases when complex skills ore involved.
- Learning is closely related to attention and concentration.
- Learning involves long-run retention and immediate acquisition of knowledge.
- Accuracy deserves generally more emphasis than speed.
- Learning should be relatively based.
- Learning should be a goal-oriented.
- Standards of performance should be set for learners. This is to ensure that learners know what they are expected of so they can use that as a benchmark to judge their own progress.
- Appropriate techniques should be used. Trainers should have a wide range of training tools and materials e.g. flipcharts, power point presentation, audio visual aids. We should add that all these tools should be used in accordance with the needs of the job, the individual and the group
- It must be remembered that there are different levels of learning and that all need different methods and take different times in other words the trainer must not assume constant conditions, but rather should tailor training to needs of the organization, individuals or groups at different times under different circumstances.

Learning Patterns

Trainers need some understanding of the patterns in which new skills are learned. The employee is likely to find himself unusually clumsy during the early stages of learning. This can be called discouraging stage. After the employee adjusts himself to the environment, he learns at a fast rate. A ‘plateau’ develops after the lapse of more training time due to a loss of motivation and lack of break in training schedule and time. The trainee reaches the next stage when he is motivated by the trainer and/or some break or pause in lime and training process is given. The trainee at this stage learns at a fast rate.

2.2.1 Characteristics of Learning Process

- Learning is a continuous process.
- People learn through their actual personal experience, simulated experience and from others experience (by using the knowledge which represents experience of others).
- People learn step by step, from known to unknown and simple to complex as shown in Fig.
- There is a need for repetition in teaching to improve skill and to learn perfectly.
- Practice makes a man perfect. Hence, opportunity should be created to use, transfer the skills, knowledge and abilities acquired through learning. It gives satisfaction to the learner.
- Conflicts in Learning: Conflict in learning arises when the trainer knows or has developed some habits which are incorrect in terms of the method being learned.

Learning Stages: Simple to Complex

Learning Problems

The instructor should have the knowledge of the possible learning problems. He should identify the problems of trainees and take steps to solve them. The possible learning problems ore:

- Lack of knowledge, skill, aptitude and favorable attitude.
- Knowledge and skill not being applied,

- Existence of anti-learning factors: Most operational situations contain a number of elements which will restrict the development of learning regardless the methods employed.
- Psychological problems like fear and shyness.
- Inability to transfer of learning to operational situation.
- Heavy dependence on repetition, demonstration and practice.
- Unwilling to change.
- Lack of interest about the knowledge of results.
- Absence of self-motivation.
- Negative attitude about involvement and participation.

Teaching Principles

In addition to learning principles, teaching principles should also be taken core of for effective training:

- The employee must be taught to practice only the correct method of work.
- Job analysis and motion study techniques should be used.
- Job training under actual working conditions should be preferred to class room training.
- Emphasis should be given more on accuracy than speed.
- Teaching should be at different time-intervals.
- It should be recognized that it is easier to train young workers than old workers due to decreasing adaptability with the increase in age.

- First establish the best way of doing a job — use job analysis and/or time and motion study techniques.
- Follow the principles of best movements in work.
- Job training under actual working conditions is superior to classroom and formal training.

2.2.2 Principles of Training

Providing training in the knowledge of different skills is a complex process. A number of principles have been evolved which can be followed as guidelines by the trainees. Some of them are as follows: —

(1) Motivation: As the effectiveness of an employee depends on how well he is motivated by management to management, the effectiveness of learning also depends on motivation. In other words, the trainee will acquire a new skill or knowledge thoroughly and quickly if he or she is highly motivated. Thus, the training must be related to the desires of the trainee such as more wages or better job, recognition, status, promotion etc. The trainer should find out the proper ways to motivate experienced employees who are already enjoying better facilities in case of re-training.

(2) Progress Information: It has been found by various research studies that there is a relation- between learning rapidly and effectively and providing right information specifically, and as such the trainer should not give excessive information or information that can be misinterpreted. The' trainee also wants to learn a new skill without much difficulty and without handing too much or receiving excessive information or wrong type of progressive information. So, the trainer has to provide only the required amount of progressive information specifically to the trainee.

(**3) Reinforcement:** The effectiveness of the trainee in learning new skills or acquiring new- knowledge should be reinforced by means of rewords and punishments. Examples of positive reinforcement are promotions, rise in pay, praise etc. Punishments are also called negative reinforcements. Management should take core to award the successful trainees.

The management can punish the trainees whose behavior is undesirable. But the consequences of such punishments have their long run ill effect on the trainer as well as on the management. Hence, the management should take much care in case of negative reinforcements.

(4) Practice: A trainee should actively participate is the training programmes in order to make the learning programme an effective one. Continuous and long practice is highly essential fat effective learning. Jobs are broken down into elements from which the fundamental physical, sensory and mental skills are extracted. Training exercises should be provided for each skill.

(5) Full vs. Part: It is not clear whether it is best to teach the complete job at a stretch or dividing the job into parts and teaching each part at a time. If the job is complex and requires little too long to learn, it is better to teach part of the job separately and then put the parts together into an effective complete job. Generally the training process should start from the known and proceed to the unknown and from the easy to the difficult when parts ore taught. However, the trainer has to teach the trainees based on his judgment on their motivation and convenience.

(6) Individual Differences: Individual training is costly, and group training is economically viable and advantageous to the organization. But individuals vary in intelligence and aptitude from person to person. So the trainer has to adjust the training programme to the individual abilities and aptitude. In addition, individual teaching machines and adjustments of differences should be provided.

2.2.3 Areas of Training

Organizations provide training to their employees in the following areas:

- Company policies and procedures;
- Specific skills;

- Human relations;
- Problem solving;
- Managerial and supervisory skills; and
- Apprentice training.

(1) Company Policies and Procedures: This area of training is to be provided with a view to acquainting the new employee with the Company Rules, Practices, Procedures, Tradition, Management, Organization Structure, Environment Product/Services offered by the company etc.

This acquaintance enables the new employee to adjust himself with the changing situations. Information regarding company rules and policies creates favorable attitudes of confidence in the minds of new employee about the company and its products/services, as well as it develops in him a sense of respect for the existing employees of the company and the like. The company also provides first hand information to the employee about the skills needed by the company, its development programmes, quality of products/services and the like. This enables the new employees to know his share of contribution to the organization's growth and development.

(2) Training in Specific Skills: This area of training is to enable the employee to be more effective on the job. The trainer trains the employee regarding various skills necessary to do the actual job. For example, the clerk in the bank should be trained in the skills of making entries correctly in the ledger and arithmetical calculations, quick comparison of figures, entries and the like. Similarly, the technical officers are to be trained in the skills of project appraisal, supervision, follow-up and the like.

(3) Human Relations Training: Human relations' training assumes greater significance in organizations as employees have to maintain human relations not only with other employees but also with their customers. Employees are to be trained in the areas of self-learning, interpersonal competence, group dynamics, perception, leadership styles, motivation, grievance **redressal**, disciplinary procedure, and the like. This training enables the employees for better team work, which leads to improved efficiency and productivity of the organization.

(4) Problem Solving Training: Most of the organizational problems are common to the employees dealing with the same activity at different levels of the organization. Further some of the problems al different managers may have the same root cause. Hence, management may call together all managerial personnel to discuss common problems so as to arrive at effective solutions across the table. This not only helps in solving the problems but also serves as a forum for the exchange of ideas and information that could be utilized. The trainer has to organize such meetings, train and encourage the trainees to participate actively in such meetings.

(5) Managerial and Supervisory Training: Even the non-managers sometimes perform managerial and supervisory functions like planning, decision-making, organizing, maintaining interpersonal relations, directing and controlling. Hence, management has to train lice employee in managerial and supervisory skills also.

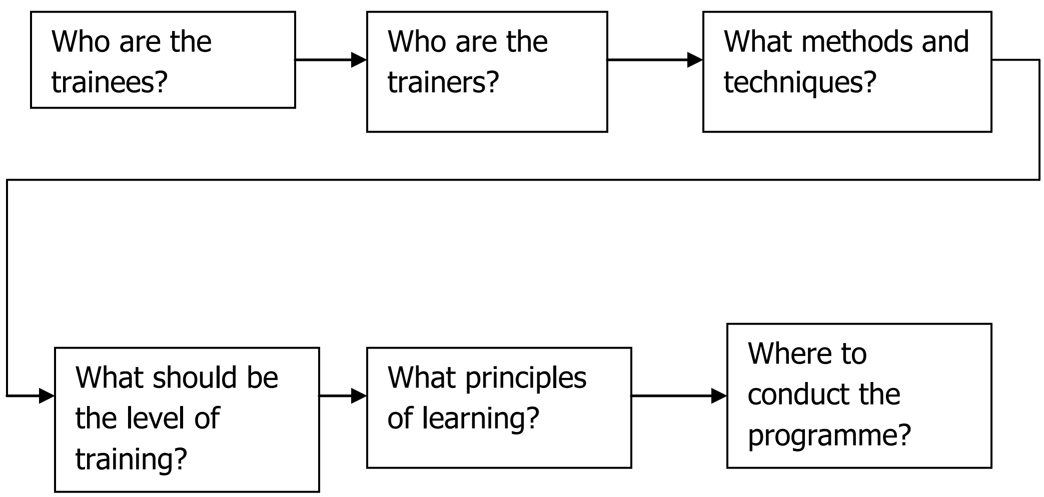
(6) Apprentice Training: The Apprentice Act, 1961 requires industrial units of specified industries to provide training in basic skills and knowledge in spe.ied trades educated unemployed apprentices with a view to improving their employment opportunities or to enable them to start the own industry. This type of training generally ranges between one year to four years. This training generally used for providing technical knowledge in the areas like trades, crafts etc.

In summary:

Every training and development programme must address certain vital issues:

- Who participates in the programme?
- Who are the trainers?
- What methods and techniques are to be used for training?
- What should be the level of training?
- What learning principles are needed
- Where is the programme conducted?

Steps in training programme



Who are the trainees? Trainees should be selected on the basis of self nomination, recommendations of supervisors or by the HR department itself. Whatever is the basis, it is advisable to have two or more target audiences. For example, rank-and-file employees and their supervisors may effectively learn together about a new work process and their respective roles. Bringing several target audience together can also facilitate group processes such as problem solving and decision-making, elements useful in quality circle projects.

Who are the trainers? Training and development programmes may be conducted by several people, including the following;

- Immediate supervisors
- Co-workers, as in buddy systems
- Members of the HR staff
- Specialists in other parts of the company
- Outside consultants
- Industry associations and
- Faculty members at universities

Who among these are selected to teach, often, depends on where the programme is held and the skill that being taught. For example, programmes teaching basic skills are usually done by the members of the HR department or specialists in other departments of the company. On the other hand, interpersonal and conceptual skills for managers are taught at universities. Large organizations generally maintain their own training departments whose staff conducts the programmes. In addition, many companies arrange basic skills training for computer literacy.

2.3 Stage-3: Implementation

After designing the training program and making the instructor and trainees ready, the instructor has to implement the training programme. Care should be taken in choosing training methods on 'the rubber should-meet-the-road' in implementing programme.

2.3.1 Training Methods

As a result of research in the field of training, a number of programmes are available. Some of these ore new methods, while others are improvements over the traditional methods. The training programmes commonly used to train operative and supervisor,' personnel are discussed below .These programmes are classified into on-the-job and off-the-job training programmes as shown Fig 1.

Fig. 1. – Training Methods

Training Methods

On-the-job Methods

- -Job rotation
- -Coaching
- -Job instruction
- -Training through Step-by-step
- -Committee assignments
- -Internship Training
- - Apprenticeship

Off-the-job Methods

- -Vestibule training
- -Role playing
- -Lecture methods
- -Conference or Discussion
- -Programmed instruction
- -Audio visual methods
- -Computer-based Training and E-learning

On-The-Job Training Methods

This type of training, also known as lob instruction training, is the most commonly used meth under this method; the individual is placed on a regular job and taught the skills necessary to perform that job. The trainee learns under the supervision and guidance of a qualified worker instructor. On-the-job training has the advantage of giving firsthand knowledge and experience under actual working conditions. While the trainee learns how to perform a job, he is also regular worker rendering the services for which he is paid. The problem of transfer of trainee is also minimized as the person learns on-ihe.job. The emphasis is placed on rendering services in the most effective manner rather than learning how to perform the job. On-the-job training methods include job rotation coaching, job instruction or training through step-by-step, and commit assignments.

(a)Job Rotation: This type of training involves the movement of the trainee from one 1ob another. The trainee receives job knowledge and gains experience from his supervisor or trainer each of the different job assignments. Though this method of training is common in training manage for general management positions, trainees can also be rotated from job to job in workshop jobs.

This method gives an opportunity to the trainee to understand the problems of employees on other jobs and respect them.

(b) Coaching: The trainee is placed under a particular supervisor who functions as a coach in training the individual. The supervisor provides feedback to the trainee on his performance and offers him some suggestions for improvement. Often the trainee shares some of the duties and responsibilities of the coach and relieves him of his burden. A limitation of this method of training is that the trainee may not have the freedom or opportunity to express his own ideas.

(c) Job Instruction: This method is also known as training through step by step. Under this method, trainer explains the trainee the way of doing the jobs, job knowledge and skills and allows him to do the job. The trainer appraises the performance of the trainee, provides feedback information and corrects the trainee.

(d) Committee Assignments: Under the committee assignment, group of trainees are given and asked to solve an actual organizational problem. The trainees solve the problem jointly. It develops team work.

Internship

Internship is one f the on-the-job training method. Individuals entering industry in skilled trade like machinist, electrician and laboratory technician ore provided with thorough instruction though theoretical and practical aspects. For example, TISCO, TELCO and BHEL select the candidates from polytechnics, engineering colleges and management institutions and provide apprenticeship training. Apprenticeship training programmes are jointly sponsored by colleges, universities and industrial organizations to provide the opportunity to the students to gain real-life experience as well as employment.

Apprenticeship training

Apprenticeship training provides beginning workers with comprehensive training in the practical and theoretical aspects of work required in a highly skilled occupation. Apprenticeship programs combine on-the-job and classroom training to prepare workers for more than 800 skilled occupations such as bricklayer, machinist worker, computer operator, and laboratory technician. About two-thirds of apprenticeable occupations are in the construction and manufacturing trades, but apprentices also work in such diverse fields as electronics, the service industries, public administration, and medical and health care. The length of an apprenticeship varies by occupation and is determined by standards adopted by the industry.

A skilled and experienced employee conducts on-the-job training during the apprenticeship period. The purpose of this training is to learn the practical skills of the job. Apprentices learn the theoretical side of their jobs in classes they attend. Some of the subjects that might be covered in the classroom training include mathematics, blueprint reading, and technical courses required for specific occupations.

Wages paid apprentices usually begin at half paid fully trained employees. However the wages are generally advanced rapidly at six-month intervals.

The US department of Labor's Office of Apprenticeship training, employer and labor services (OATELS) is responsible for providing services to existing apprenticeship programs and technical assistance to organizations that wish to establish programs. The bureau has established the following minimum standards for apprenticeship programs:

- Full and fair opportunity to apply for an apprenticeship
- A schedule of work processes in which an apprentice is to receive training and experience on the job.
- Organized instruction designed to provide apprentices with knowledge in technical subjects related to their trade (e.g. minimum of 144 hours per year is normally considered necessary)
- A progressively increasing schedule of wages
- Proper supervision of on-the-job training, with adequate facilities to train apprentices.
- Periodic evaluation of the apprentice's progress, both in job performances and related instruction, with appropriate records maintained.
- No discrimination in any phase of selection, employment or training.

Classroom training

Classroom training is conducted off the job and is probably the most familiar training method. It is an effective means of imparting information quickly to large groups with limited or no knowledge of the subject being presented. It is useful for teaching factual material, concepts, principles, and theories. Portions of orientation programs, some aspects of apprenticeship training, and safety programs are usually presented utilizing some form of classroom instruction.

More frequently, however, classroom instruction is used for technical, professional and managerial employees.

Virtual classroom

Internet technology has advanced rapidly and as a result the training of employees is changing. In some companies, employee training has moved from the classroom to the internet. A "virtual classroom" is an on-line teaching and learning environment that integrates chat rooms, desktop video conferencing, Websites, and e-mail distribution into a typical lecture-based system. Virtual classrooms offer training in either self-paced courses, real-time courses through intranets, or real time video conferencing. In a typical virtual classroom, a professor lectures to a local class and a remote class that may be thousands of miles away. The students at the local and remote classes can ask questions of the professor. Advancing technology is likely to bring other changes in the training of employees.

2.4 Stage 4: Evaluating Training

The specification of values forms a basis for evaluation. The basis of evaluation and the mode of collection of information necessary for evaluation should be determined at the planning stage. The process of training evaluation has been defined as "any attempt to obtain information on the effects of training performance, and to assess the value of training in the light of that information.'1 Evaluation leads to controlling and correcting the training programme. Hamblin suggested five levels at which evaluation of training can take place, viz., reactions, learning, job behavior, organization and ultimate value.

- **Reactions:** Training programme is evaluated on the basis of trainee's the usefulness of coverage of the matter, depth of the course co .tent, method of presentation, teaching methods, etc.
- **Learning:** Training programme, trainer's ability and trainee ability ore evaluated on the basis of quantity of content learned and time in which it is learned and learner's ability to use or apply, the content he learned.

- **Job behavior:** This evaluation includes the manner and extent to which the trainee has applied his learning to his job.
- **Organization:** This evaluation measures the use of training, learning and change in the job behavior of the department/organization in the form of increased productivity, Quality, morale, sales turnover and the like.
- **Ultimate Value:** It is the measurement of ultimate result of the contributions of the training programme to the Company goals like survival, growth, profitability, etc., and to the individual goals like development of personality and social goals like maximizing social benefit.

Essential Ingredients for a Successful Evaluation

There are three essential ingredients in a successful evaluation. They are: (i) Support throughout the evaluation process. Support items are human resources, time, finance, equipment and availability of data source, records etc., (ii) Existence of open communication channels among top management, participants and those involved in providing data, etc., and (iii) Existence of sound management process.

Basis of Evaluation: Training programme can be evaluated on the basis of various factors like production factor, general observation, human resource factor, performance, tests, cost-value relationship, etc.

Production Factors: In operative training, the prime measure of worth is that of productivity. Productivity rates covering bath quantity and quality are good indicators of the values of training. In most business situations these rates will have to be obtained before and after training. In an experimental situation, a control group that does not receive training could be compared with the one that does in order to ascertain the effect of training. Management will generally look first at production and wastage rates to determine the worth of operative training. The other production factors are decrease in unit time and unit cost of production and reduction in space or machine requirements.

General observation should not be overlooked as a means of training evaluation. The immediate supervisor is often a good judge of the skill level of his subordinates. For on-the-job training programmes, the supervisor is, in effect, the judge of his or her own efforts, lithe supervisor is treated as a part of the professional management of the organization and is properly selected and trained, and this self-analysis and appraisal can be quite accurate and objective. The efficient supervisor observes accurately the level of skill and knowledge acquired by the trainee during the training programme. He also observes how effectively the trainees apply the acquired skill and knowledge to the present and future jobs.

Human Resource Factors

Training programme can also be evaluated on the basis of employee satisfaction which in turn can be viewed on the basis of:

- Decrease in employee turnover.
- Decrease in absenteeism.
- Decrease in number and severity of accidents
- Betterment of employee morale.
- Decrease in grievance and disciplinary cases.
- Reduction in time to earn piece rates.
- Decrease in the number of discharges or dismissals.

Performance Tests

In the immediate sense, the specific course of training can be evaluated in terms of written and performance tests. The test is supported by a sample of what the trainee knows or can do.

Successful accomplishments of the test would indicate successful training. But the true test is whether or not what has been learned in training is successfully transferred and applied to the job. It is dangerous to rely upon tests alone to demonstrate the true value of training. Performance appraisal on the job before and after training may be supplemented to the tests.

Cost-Value Relationship

Cost factor in training should be taken into consideration in evaluating the training effectiveness. Cost of various techniques of training and their value in the form of reduced learning time, improved - more than that learning and higher performance can be taken into account. Cost of training includes cost of employing trainers, and trainees, providing the means to learn, maintenance and running of training centers, wastage, low level of production, opportunity cost of trainers and trainees, etc. The value of the training includes increased value of human resources of both the trainee and trainer and, their contribution to raise production, reduce wastage, breakage, minimization of time requirement, etc. Cost-value relationship of a training programme or a training technique is helpful in: (a) determining the priorities far training (for present and potential managers, age structure of the trainees, etc.), (b) matching the employee and job through training, (c) determining the work of management sacrifices (like time taken by training programme, non-availability of staff for production during training period, etc.), (d) choosing the right training method.

Anyone of the possible combination of the methods of training evaluation listed below can be used by an organization for evaluation depending upon the need and convenience. The various methods of training evaluation are:

- Immediate assessment of trainees' reaction to the programme.
- Trainees' observation during training programme.
- Knowing trainees' expectations before the training programme and collecting their views regarding the attainment of the expectations after training.
- Seeking opinion of trainee's superior regarding his/her job performance and behavior before and after training.

- Evaluation of trainee's skill level before and after training programme.
- Measurement of improvement in trainees on the jab behavior.
- Examination of testing system before and after sometime of the training programme.
- Measurement of trainee's attitudes after training programme.
- Cost-benefit analysis of the training programme.
- Seeking opinion of trainee's colleagues regarding his/her lob performance and behavior.
- Measurement of levels in absenteeism, turnover, wastage/scrap, accidents, breakage of the machinery during pre and past period of the training programme.
- Seeking opinions of trainee's subordinates regarding his/her job performance and behavior.

Training evaluation information should be provided to the trainer and/or instructors, trainees and all other parties concerned for control, correction and improvement of trainees activities. Further the training evaluator should follow it up to ensure implementation of the evaluation report at every stage. Feedback information can be collected on the basis of questionnaire or through interview. Model questionnaire for feedback information regarding the programme of the training session is shown in figure below

Rating

No. Sessions ______________________Comments if any

Satisfactory, very Good, Excellent Good

1. Talk on Time as a valuable Resource.

2. What do we do with our Time?

3. Time Analysis and organizing far effective Time Management.

4. Role of Delegation in Management of Time.

5. Constraints to effective Management at Time and coming to Grip with Time wasters.

6. Managing Time and Executive Stress.

____

Source: Staff College, Indian Telephone Industries Ltd., Bangalore.

Principles of evaluation

Evaluation of the training programme must be based on the following principles:

- Evaluation specialist must be clear about the goals and purposes of evaluation
- Evaluation must be continuous
- Evaluation must be specific
- Evaluation must provide the means and focus for trainers to be able to appraise themselves, their practices and their products
- Evaluation must be based on objective methods and standards
- Realistic target dates must be set for each phase of the evaluation process. A sense of urgency must be developed, but deadlines that are unreasonably high will result in poor evaluation

Criteria for evaluation

- Training validity. Did the trainees learn during training?

- Transfer validity. What has been learnt in training, has it been transferred on the job? Has it enhanced performance in the work place?
- Intra-organizational validity: Is performance of the new group of trainees, for which the training programme was developed, consistent with the performance of the original training group?
- Inter-organizational validity. Can a training programme validated in one firm be used successfully in another company?

How to make training effective?

Action on the following lines needs to be initiated to make training practices effective:

- Ensure that the management commits itself to allocate major resources and adequate time to training. This is what high-performing organizations do. For example Xerox Corporation, in the US invests about $300 million annually, or about 2.5% of its revenue on training. Similarly, Hewlett-Packard spends about five per cent of its annual revenue to train its 87,000 workers.
- Ensure that training contributes to competitive strategies of the firm. Different strategies need different HR skills of implementation. Let training help employees at all levels acquire the needed skills.

- Ensure that a comprehensive and systematic approach to training exists, and training and retraining are done at all levels on a continuous and ongoing basis.
- Make learning one of the fundamental values of the company. Let this philosophy percolate down to all employees in the company.
- Ensure that there is proper linkage among organizational, operational and individual training needs
- Create a system to evaluate the effectives of training

2.5 Review Questions

1. Describe the training cycle of a business firm.
2. Examine the levels of training in an organisation
3. Explain the factors that influence the direction of training in KIU
4. As a student of human resource management how do you determine training methods and techniques when conducting training work shop in your organisation?
5. Outline the stake holders involved in TNA.
6. Explain the importance of TNA to an organisation, individual and training itself.
7. Discuss the principles for effective learning and training in a business enterprise.
8. Explain the evaluation process and bring out its key features.

Unit 3
Special Aspects of Training

In addition to job training, organizations provide special aspects of training like orientation training, basic skills training, team training and diversity training.

3.1 Orientation Training

Orientation training is also called induction training. Orientation training is to orient the employee to the new job, organization, superiors, subordinates, customers and colleagues. Organizations conduct 'New-Hire Celebrations', 'Welcome Celebrations' etc. in order to integrate the new employee with the new social and task groups. Normally, HR departments with the help of line managers conduct orientation training.

Job applicants get some orientation to the organization even before they are hired. The organization has a reputation for the type of employer it is and the types of products or services it provides. During the selection process, the new employee usually also learns other general aspects of the organization and what the duties, working conditions, and pay will be.

After hiring the employee, the organization begins a formal orientation program. Regardless of the type of organization, orientation should usually be conducted at two distinct levels:

1. Organizational orientation presents topics of relevance and interest to all employees
2. Department and job orientation describes topics that are unique to the new employee's specific department and job.

Share responsibility

Since there are two distinct levels of orientation, the human resource department and the new employee's immediate manager normally share responsibility of orientation. The human resource department is responsible for initiating and coordinating both levels of orientation, conducting the general company orientation, and following up the initial orientation with the new employee. The new employee's manager is usually responsible for conducting the departmental and job orientation. Some organizations have instituted a "buddy system" in which one of the new employee's coworkers conducts the job orientation. If a buddy system is to work successfully, the employee chosen for this role must be carefully selected and properly trained for such orientation responsibilities.

Organizational orientation

The topics presented in the organizational orientation should be based on the needs of both the organization and the employee. Generally the organization is interested in making a profit, providing good service to customers and clients, satisfying employee needs and wellbeing and being socially responsible. New employees, on the other hand, are generally more interested in pay, benefits, and specific terms and conditions of employment. A good balance between the company's and the new employee's need is essential if the orientation program is to have positive results.

Figure 1: Organizational Orientation programs

N/S	Programs
1.	**Company overview** • Welcome speech • Founding, growth, trends, goals, priorities, and problems • Traditions, customs, norms, and standards • Current functions of the organization • Products/services and customers served • Steps in getting products/services to customers • Scope and diversity of activities • Organization, structure and relationship of company and its branches • Managerial staff information • Community relations, expectation, and activities
2.	**Policies and procedures review**
3.	**Compensation**

	• Pay rates and ranges • Overtime • Holiday pay • Shift differential • How pay is received • Deductions required and optional • Option to buy damaged products and costs thereof • Discounts • Advances on pay • Credit union loan information • Reimbursement for job expenses
4.	**Benefits** • Insurance • Medical/dental • Life insurance • Disability • Workers compensation • Holidays and vacations • Leave personal illness, family illness, bereavement, maternity, military, jury duty, emergency, extended absence • Retirement plans and options • On-the-job training opportunities • Counseling services • Cafeteria • Recreation and social activities • Other company services to employees
5.	**Safety and accident prevention** • Completion of emergency data card (if not done as part of employment process) • Health and first-aid clinics • Exercise and recreation centers • Safety precautions

	• Reporting of hazards • Fire prevention • Accident procedures and reporting • OSHA requirements (review of key sections) • Physical exam requirements • Use of alcohol, tobacco, and drugs on the job • Tax shelter options
6.	**Employees and union relations** • Terms and conditions of employment review • Assignment, reassignment, and promotion • Probationary period and expected on-the-job conduct • Reporting of sickness and tardiness • Employee rights and responsibilities • Manager and supervisor rights • Relations with supervisor and shop stewards • Employee organizations and options • Union contract provisions and/or company policy • Supervision and evaluation of performance • Discipline and reprimands • Grievance procedures • Termination of employment (resignation, layoff, discharge, retirement) • Content of personnel record • Communications: channels of communication (upward and downward), suggestion system, posting materials on bulletin board, sharing new ideas • Sanitation and cleanliness • Wearing of safety equipment, badges and uniforms • Bringing things to and removing things from company grounds • On-site political activity • Gambling • Handling of rumors
7.	**Physical facilities** • Tour facilities • Food services and cafeteria

	• Restricted areas for eating • Employee entrances • Restricted areas (e.g. from cars) • Parking • First aid • Rest rooms • Supplies and equipment
8.	**Economic factors** • Cost of damage to select items with required sales to balance • Profit margins • Labor costs • Equipment costs • Costs of absenteeism, tardiness and accidents

Departmental and job orientation

The content of departmental and job orientation depends on the specific needs of the department and the skills and experience of the new employee. Experienced employees are likely to need less job orientation. However, even experienced employees usually need some basic orientation. Both experienced and inexperienced employees should receive a thorough orientation concerning departmental matters.

Orientation kit

Each new employee should receive an orientation kit or packet of information, to supplement the verbal orientation program. This kit, which is normally prepared by the human resource department, can provide a wide variety of materials. Care should be taken in the design not only to ensure that it offers essential information, but also that it does not give too much information. Some materials that might be included in an orientation kit include these:

- Company organization chart
- Map of the company's facilities
- Copy of policy and procedures handbook
- List of holidays and infringe benefits
- Copies of performance appraisal forms, dates, and procedures
- Copies of other required forms (e.g. expense reimbursement form)
- Emergency and accident prevention procedures
- Sample copy of company newsletter or magazine
- Telephone numbers and locations of key company personnel (e.g. security personnel)
- Copies of insurance plans

Many organizations require employees to sign a form indicating they have received and read the orientation kit. This is commonly required in unionized organizations to protect the company if a grievance arises and the employee alleges he or she was not aware of certain company policies and procedures. On the other hand, it is equally important that a form be signed in nonunionized organizations, particularly in light of an increase in wrongful discharge litigation.

Whether signing a document actually encourages new employees to read the orientation kit is questionable.

Orientation length and timing

It is virtually impossible for a new employee to absorb all the information in the company orientation program in one long session. Brief sessions, not to exceed two hours, spread over several days, increase the likelihood that the new employee will understand and retain the information presented. Too many organizations conduct a perfunctory orientation program lasting for a half day or full day. Programs of this nature can result in a negative attitude on the part of new employee.

Unfortunately, many departmental and job orientation programs produce the same results. Frequently, upon arriving in a department, new employees are given a departmental procedures manual and told to read the material and ask any questions, they may have. Another frequently used departmental and job orientation method is to give new employees menial tasks to perform. Both of these methods are likely to produce poor results.

Departmental orientations should also be brief and spread over several days. Job orientations should be well planned and conducted using appropriate techniques.

Follow-up and evaluation

Formal and systematic follow-up to the initial orientation is essential. The new employee should not be told to drop by if any problems occur. The manager should regularly check on how well the new employee is doing and answer any questions that may have arisen after the initial orientation. The human resource department should conduct a scheduled follow-up after the employee has been on the job for a month.

The human resource department should also conduct an annual evaluation of the total orientation program. The purpose of this evaluation is to determine whether the current orientation program is meeting the company's and new employees' needs and ascertain ways to improve program.

Feedback from new employees is one method of evaluating the effectiveness of an organization's orientation program. Feedback can be obtained using the following methods.

- Unsigned questionnaires completed by all new employees
- In-depth interviews of randomly selected new employees
- Group discussion sessions with new employees who have settled comfortably into their jobs.

Feedback of this type enables an organization to adapt its orientation program to the specific suggestions of actual participants

Finally, organizations should realize that new employees will receive an orientation that has an impact on their performance – either from coworkers or from the company. It is certainly in the best interest of the company to have a well planned, well-executed orientation program.

Basic Skills Training

Even though, the employee possesses certain basic skills, organizations supplement these skills through their training programmes. These skills include:

- Reading and writing
- Computing
- Speaking and Listening
- Problem Solving
- Managing one self
- Knowing how to learn
- Working as a team member
- Leadership skills

In order to implement basic skills training successfully

- Respect and consider participants’ experience
- Use task-centered or problem centered approach
- Provide feed back

- Use experienced participants as resource persons

Team Training

Organizations, today, mostly rely on team work and team management to achieve goals. Team work is more prevalent in all kinds of activities including production, marketing, customer relationship, supply chain and finance. Teamwork results in synergy and produces greater efficiency for organizational success. Team training is provided to impart process skills and behavioral skills as presented in Fig.4.

Fig. 4 Team Training

Team Training Skills

Process Skills

-Meeting
-Problem solving
-Brain storming
-Decision-making
-Negotiating
-Goal setting
-Presentation
-Process analysis
-Task evaluation
-Customer/Vendor analysis
-Project planning
-Information management
-Creativity

Behaviour Skills

- Member communication
-Conflict resolution
-Building trust
- Establishing difficult members
-Handling difficult members
-Diversity awareness
-Team development stages
-Team issues/concerns
-Team benefits
- Features of good team
-Negotiations

Source: George Bohlander and Kathy McCarthy, How to Get Most from Team Training, 1996, pp.25-35

The following guidelines would help the managers in providing team training:

- Overtime should be provided for team training

- Team development need not be in a linear sequence of forming, storming, norming and performing
- Provide additional training for new members
- Use participative exercises for behavioral and process skills:

Diversity Training

The number of employees from varied ethnic groups as well as diverse backgrounds have been increasing. In fact, diverse backgrounds bring varied knowledge that helps the organization in making accurate and efficient decisions. Organizations need to provide diversity training in order to get the advantages of diversity. Diversity training is of two types viz.

- Awareness building to enlighten the employees about the benefits of diversity.
- Skill building that provides knowledge, skills and attitudes necessary for working with people of diverse backgrounds.

All the dimensions of dimensions of diversity like race, gender, age, disabilities, lifestyles, culture, education ideas and backgrounds should be considered in designing the training program.

Characteristics of Effective Diversity Training Programs

- Diversity training to be effective should possess the following characteristics They are:
- Link the diversity training to organizational strategies.
- Engage qualified and experienced trainer.
- Training programme should reflect organizational goals.

- Use appropriate training methodology based on organization and groups' needs of various diversified groups.
- Document individual and organisation0j benefits
- Committee for training should reflect all levels and groups.
- Managers should be accountable for achieving the goals of the training.

3.3 Review Questions

1. Discuss special aspects of training in an organization.
2. Describe the process or organisational orientation in any organisation of your choice.

Unit 4
Understanding Communication in Training

The communications processes used in organizations have a marked effect on how they function, especially if they take place through the network, which can then turn into the 'grapevine'. E-mails in intranets encourage the instant flow of information (and sometimes produce information overload) but may inhibit face-to-face interactions, which are often the best ways of getting things done. Formally, we define communication as the process by which a person, group, or organization (the sender) transmits some type of information (the message) to another person, group, or organization

4.1 Why should we be good communicators?

To be good communicators we should be able to write, speak, and listen well. in training fellow adults, it's important that we communicate effectively so that we can share experiences, transmit knowledge, educate one another, challenge perceptions, and develop social networks .have we become effective communicators we learn not only to focus on the content of what we communicate, but also on how we communicate remember that communication is not unilinear, but is a two way process (see diagram above). Language provides the most essential mode of communication between humans and its uniqueness and sophistication spells the difference between humans and non-human creation

The four basic language skills are;

- Listening
- Speaking
- Reading
- Writing

The first two skills are typically acquired in informal education or in socializing process .the last two are normally the products of a formal education. NB: another skill that is essential to communication, but is often overlooked is that of non-verbal communication.

4.2 Oral Communication Skills;

We've all heard the expression; you only have one chance to make first impression. People form impression of us based on the words we use and how we present ourselves. Often, when we think of presentations, we think of the formal ones; the ones where we must stand up and present to groups of people.

In reality, every time we speak, we are giving a presentation. Because we give so many. We need to make sure the presentation we give, project the image we want. When you speak, you need to think about your audience. Try to imagine that you're the other person and convey your message as you would want it said to you.

4.3 Listening Communication Skills;

Listening is a skill that many people take for granted. Every job requires that you have the ability to listen well. It doesn't t matter if you're getting instructions or taking a message, you need to work at being good listener.

Good listeners make contact eye with the person who is speaking to them. This helps you focus on what the speaker is saying and tour mind has less of an opportunity to wander. When you listen concentrate on what the speaker is saying. Ask questions if you do not understand what the speaker is saying.

One way to show that you have heard the speaker is to paraphrase (repeat back) what you heard. Not only does this give a speaker a chance to correct any misunderstanding, it also shows that you have been actively listening.

Many listeners anticipate what the speaker is going to say and stop listening.

Others start thinking about how they will respond. In both cases, you've stopped listening and the message can be missed. In order to be effective listeners one needs to be truly a people manager.

Elements of effective listening;

- Hearing
- Feedback
- Courtesy
- Patience
- Humility
- Openness
- Sympathy
- Empathy
- Humour
- Flexibility

Non-verbal communication

4.4 Reading Communication Skills

Effective reading is driven by a healthy and open inquiring mind. Reading skills involve systematic reading of a broad cross-section of available literature, familiarizing oneself with knowledge drawn from a variety of disciplines, becoming aware of varied or conflicting points of view, arguments, theories, and trends. It is advisable to read a variety of literature written in different registers (level of language used as indicator of audience targeted).

Effective reading broadens and sharpens the mind, fires the imagination, educates one on the possibilities offered by different registers, and has a directive positive effective on the forcefulness of one s writing and writing style. Effective reading is empowering as it assures self-confidence.

In training the use of case studies, drawn from variety of sources such as educational reports, research studies, journal and newspaper articles, and personal testimonies, can contribute positively to effective reading skills for trainers.

4.5 Writing Communication Skills;

Writing may be scientific, expository (to convey meaning), or persuasive.

Tips on effective writing; Identify your subject: this will provide the focus for and the direction of your writing.

Learn about your subject; knowledge is power. Confidence in subject matter or content will enhance ones writing style and promote persuasive communication.

Pay attention to related language skills: the approach to writing effectively should be holistic. Effective writing is also achieved through the honing of the three other language skills, especially listening and reading

Know your audience: one writes to NOT at someone or others. An educated recognition of one’s audience will promote feedback and constitute an effective dialogue.

Be psychologically smart: recognizing ones audience also means appreciating the complexity and uniqueness of their psychological make-up.

In writing, pay attention to their values, attitude, dislikes, prejudice, fears, anxieties, and taboos.

Educate yourself on the context: in official writing, one must be conscious of the context. Is it political or financial? Is it academic or legal? Is writing to superior or to a subordinate? Is one communicating inter-culturally?

Select appropriate register: language should be reflective of writing context and sensitive to the audience.

Identify supportive tools: for effective writing, it is encouraged to make use of general text of reference (including dictionaries, as English is only a second language), the spell check for the computer literate, to consult relevant guide books.

Establishing conventional format: all writing should have a logical flow that is systematically established by textually identifiable introduction main discussion and conclusion.

Courtesy above all: the watchword in all writing should be RESTAINT. Vulgarity, abuse and unsubstantiated allegations mar the quality of one's writing, and above all, irreparably damages ones reputation.

4.6 Non-Verbal Communication

Non-verbal communication includes facial expression, eye contact, tone of voice, body posture and motions, and positioning with in groups. It may also include the way we wear our clothes or the silence we keep.

In person to person communications our messages are sent on two levels simultaneously. If the non verbal cues and spoken message are incongruous, the flow of communication is hindered. Right or wrong, the receiver of communication tends to base the intention of the sender on the non- verbal cues he receives.

Features of non- verbal communication

a) Static features

- Distance; the distance one stands from another frequently conveys a nonverbal message. In some cultures it is a sign of attraction, while in others it may reflect status or the intensity of the exchange.
- Orientation; people may present themselves in various ways: face-to-face, side-to-side while competitors frequently face one another.

- Posture; obviously one can be lying down, seated, or standing. These are not the elements of posture that convey messages. Are we slouched or erect? Are our legs crossed or our arms folded? Such postures convey a degree of formality and degree of relaxation in the communication exchange.

- Physical contact; shaking hands, holding, touching, embracing, pushing, or patting on the back all convey messages. They reflect an element of intimacy or a feeling of (or lack of) attraction.

- Dress image and overall personal presentation; ones manner of dress and personal appearance conveys an unmistakable communication message.

Messages that highlight this feature of non- verbal communication include: formality (as in dressing-up), distance, relaxation (as in conscious dressing-down, e.g. in being smart-casual), self respect, friendliness, and contempt.

b) Dynamic features

- Facial expressions; a smile, frown, raised eyebrow, yawn, and sneer all convey information. Facial expression continually change during interaction and are monitored constantly by the recipient. There is evidence that the meaning expressions may be similar across cultures.

- Gestures; one of the most frequently observed, but least understood, cues is a hand movement. Most people use hand movements regularly when talking.

- While some gestures (e.g. a clenched fist) have universal meanings, most of the others are individually learned and idiosyncratic.

- Looking; a major feature of social communication is eye contact. It can convey emotion, signal when to talk or finish, or aversion. The frequency of contact may either interest or boredom.

c) Paralanguage: is the content of your message contradicted by the altitude with which\ you are communicating it.

d) Silence and time;

Silence can be appositive or a negative influence in the communications process. It can provide a link between messages or sever relationships. It can create tensions and uneasiness or create a peaceful situation. Silence can also be judgmental by indicating favor or disfavor-agreement or disagreement.

Time can be an indicator of status. How long will you give to those your training?

How much time will you allot to sharing experiences and listening to alternative points of view?

4.7 Making Presentations

Giving people accurate information or teaching them new skills are important tasks of a trainer. Good trainers follow these rules:

Know what you are talking about. Study it beforehand so that it is clear in your mind.

Summarize the main points you need to tell the people. Write them on paper to remind you or on a chart (poster) to remind the trainees. At the beginning tell them what you cover in your talk, and at the end will tell them again what you have told them!

- Speak clearly and not too fast.
- Use simple wards that the trainees will understand.
- Check with the people as you talk is that right... do you follow?
- People need to be able to see you. In large groups it is best to stand.
- You can keep peoples interests by showing them things, e.g. charts. For example if talking about toys then bring arrange of toys with you.
- You can also give a demonstration to show what they need to do.
- Try to avoid reading tour talk. Instead make notes and talk as if you’re having a conversation with the people.

4.7.1 Motivating Your Audience

- Change your voice pitch and speed.
- Use gestures (the art of using your hands).
- Tell a joke (be careful keep them clean and mundane).
- Move away from the podium/stand whenever possible.
- Interact with your audience, ask a question.

4.7.2 Tips on Delivering an Oral Presentation

- When talking make eye contact with individuals in the audience. Look at a person and act as if you’re speaking directly to him or her. After a minute, pick someone else. This helps you communicate with audience rather than just read to them.

- Speak loudly enough so that people in the back can here you. if people are too far away, ask them to move closer before you start.
- Use gestures and tone and volume of your voice to emphasize key points.
- Stick to your main points as outlined in the visuals and your notes. Don`t go off on the tangents.
- Leave time for a question and answer period. Take all questions after the talk, rather than allowing interruptions.
- At the conclusion, summarize your main points and tell the audience what action they should take (or at least what you expect them to have learned, or what them to believe).

Leave-behinds

A leave-behind is a document you distribute to your audience as a permanent reminder of your talk. The leave-behind is usually a bound booklet containing copies of the visual or a reprint of the speech.

If you intend to distribute a leave-behind, say so before you begin your talk. That way the audience knows they don t have to take notes and they can sit back, relax, and enjoy the speech. But don t hand out the leave-behind until after the presentation. If you distribute it before or during the talk, people will read the leave-behind and ignore the speaker-you.

4.7.3 Organizing a Discussion

1) Know your audience.

2) Determine the topic of the discussion-the choice should be agreed upon consensually.

3) Specify the objective of the discussion

Determine the venue and duration of the discussion

5) Select a reporter (and timekeeper): agree on functions of office.

6) Agree on the modus operandi (mode of operation) for the discussion. This will include;

- Protocol
- Courtesy
- Time allotted to each contributor
- Points of order

4.7.4 Managing Discussions

The leader needs to be able to control the group discussion so that there is a productive outcome. People can act in certain ways in groups. The leader needs to be able to spot the style of person and hand them accordingly. Here are some guidelines on how to do it:

The leader needs to make clear the topic of the discussion and remind the group of it during the discussion.

The leader should keep time and ensure that everyone in the group has the opportunity to participate.

With talkative people, remind them that their say and that we need to listen to others they can also get the message, if you start to look away as they talk, or do not look at them when they start to talk!

With quiet people, look at them when there is pause in the conversation; or invite them to start their view.

With people who are off-the-topic (they want to talk about another matter); remind them of the topic of the discussion and that the group will talk about their topic later if the people want to.

With people who appear disinterested or inattentive people (e.g. they are looking at papers), the; leader can remind them that the group would value their contribution.

With people who constantly disagree with what others say, you need to give them time to state with their arguments. They may have a valuable contribution to make and may stop the group going off in a wrong direction. But if such people continue to be negative, ask them to make a positive proposal rather than being negative. This stops the group thinking about what will please the person who is disagreeing.

Remember if you are a member of agro up, try NOT to be like the people described above. Everyone in the group has apart to play-and not just the leader- to help the group work well together.

4.8 Review Questions

1. Explain the principles one would follow when making a presentation
2. Describe the process of an effective business communication.
3. Examine the elements of effective listening in an organisation.

Unit 5

Budgeting For Training Programme

5.1 Introduction

What is a budget?

A budget is a plan expressed in money form, i.e. a plan of what activities to be done and the resources inputs required budgeting entails making, implementing the plans, monitoring activities to see whether they conform and take accountability.

Why budget?

Budgeting is an essential feature of the control system and as such integral part of effectiveness. Budgets serve the following uses:

As a planning aid: It helps in planning of operations. It makes the trainer think about the future activities.

Communication: An important a venue of communication between the trainer and those concerned, i.e. management and the trainees or other stakeholders.

Co-ordination: it helps the co-ordination or linking together of activities and how such activities may flow. It ensures liaison.

Responsibility account: to be able to present realistic budget, responsibilities should be exhaustive i.e. a budget is reflection of responsibilities.

Hence a control: of actual spending process.

Motivation it will motivate people involved once achieved. The trainer should draw /establish clear target activities.

Resource allocation: the trainer should use the budget process to decide on resources required in the training process (cash, facilitators, materials, transport).

Timing for: activities can be realistic and logical.

5.2 How do we prepare a training budget?

Clear thinking about possible activities to undertake

Can refer to past budgets and training programs

Inquire about external factors that may affect your training.

Estimate/guess rationally about the future.

Then do;

Identify the requirements i.e. items and activities necessary for carrying out the training.

Quantify the requirements.

Allocate a price/cost of each requirement.

Calculate the subtotals and gross amounts required.

Establish the fee to charge per participant, dividing the gross total by the number of participants; plus a markup of a reasonable percentage e.g. 10%.

5.3 What could cause a deficit?

- Unrealistic budgeting
- Not strictly following/adhering to the budget.
- Emergencies
- Expected sources do not live up to the expectations without notice.
- Unwillingness by those in authority to support the activities
- What could be considered under budgeting for training?
- To effective, training, programs must have proper resources such as: people, time, space, facilities, materials, equipment, supplies and money.

These resources must be organized to meet the chosen objectives.

People

Examples of human resources requiring organization are:-

- People directly involved in training such as trainees, trainers, training assistants, collaborators, subject matter experts and consultants.
- People providing support for training such as technicians, audio visual aids.

Space

Examples of training spaces requiring organization include;

- Classrooms for plenary, discussion etc.
- Workshops for planning area, material storage, tool storage etc.
- Offices
- Media and training material room
- Library
- On the job facilities.

Materials

Examples of training materials requiring organization include;

- Printed matters such as workshop, modules, pamphlets, reference manuals, textbooks, manuals etc
- Audio visual materials such as pictures, graphics, posters, audio tapes, records, vcds, films, video tapes, transparencies
- Manipulation aids such as demonstration experiments, learning kits, specimens models, games, mock-ups etc

Examples of training budget

Item Estimated Cost Actual Cost

1.0 personnel costs

1.1 trainees

1.2 trainers

1.3 collaborators

1.4 typists

1.5 others

2.0 Training materials

2.1 printed matter

2.2 Audio visual material

2.3 Manipulative aids

3.0 Equipment/supplies

3.1 printed matter

4.0 Space

4.1 Classroom

4.2 Workshops

4.3 Support facilities

5.0 Travel/food/lodging

5.1 trainees

5.2 trainers

5.3 collaborators

6.0 others

Total	**…………………..**	**…………………..**

5.4 Review Questions

Unit 6

Training Material Development:

6.1 Introduction

Purpose

During development, all training, documentation, and evaluation are revised, written or otherwise produced. As training materials are developed, an evaluation to determine effectiveness, cost efficiency, and applicability to the training needs should be made. Training materials used in training should be reviewed and approved by line management.

Techniques for development:

Development of training materials represents a considerable investment and it is important to review and use the existing material to minimize development efforts whenever possible. Development may include adopting other materials, revisiting other materials, or creating other materials. Material from similar facilities or from facilities that have positions performing similar jobs can often be made facility specific relatively easy, and can result in considerable savings in time and efforts.

The degree of formality and complexity of training materials should be tempered or influenced by the complexity and hazards of the tasks. For lower-hazard tasks, the training materials used need not be as formal or complex as those for higher hazard tasks. Rather, these materials may need to include the key points that support learning objectives. For higher-hazard tasks, more formal training maybe necessary. Regardless of the complexity or hazard, training materials should contain sufficient detail to ensure consistency.

Elements of development:

The fundamental elements of training development are:-

Training materials are developed or modified using learning objectives derived from analysis information that reflects job performance requirements.

Review and approval requirements are established and implemented for all training materials prior their use.

Training materials are developed with guidance and structure that ensures consistent presentation and evaluation.

Products development;

Products of training development may include;

- Course time tables/training schedule
- Course handbooks
- Handouts
- Reading guides
- Training aids like flipcharts, transparences, power point presentation slides
- Evaluation materials and instruments
- Course work assignments
- Group work exercises
- Assignments (tests and examinations
- Training documentation system like record systems, attendance forms and course documentation requirements

6.2 Application

The curriculum outline created in the design phase (which supports the training plan) identifies materials that need to be developed. The training setting and learning objectives that are identified in the design phase determine what training strategies are used.

Documentation

The training organization should describe the process (es) used for control development of materials in the procedures or similar document. This document should also describe how changes to training materials are documented, approved, and tracked.

Program records should be maintained that include (as necessary);

- Master files of timetable/training schedules, etc.
- Participant /trainee materials, checklists, etc.
- Assessment/examination banks.

Developing interesting and effective training materials

Interesting and effective training materials are necessary to supplement good training techniques. They reinforce learning, break up the rhythm of the session, allow learners to use more than one sense to increase learning, provide take home references, allow the learner to participate more fully, and they can sometimes add humor to the training session. A good trainer always uses interesting and effective training materials.

In order to create interesting and effective training materials, the following tips are recommended, if and where applicable:

- Use different media. Papers, handout, posters, books, binders, and computer files all make good training materials.
- Use interesting graphics, and colour if possible.

- Don’t cram too much information onto one page. Learners often like to take notes on the materials, so leave some blank space on the page. This also applies to the information put on flipcharts and transparencies.
- Use humor in the materials, e.g. the use of cartoons to depict a theme for brainstorming. This makes the session more enjoyable and increases retention.
- Make sure that training materials are packaged well. They should be easy to handle and transport. If the learner has to fumble around during the session because the materials are large or otherwise awkward, it can detract from learning. Provide some sort of a bag, folder or briefcase (with details of training program on the cover or front) for the leaner to transport the materials in if you use a large quantity. This is a good marketing strategy for trainers.

QUESTIONS FOR DISCUSSION

1. How do you identify the training needs of an enterprise?

2. What is jab rotation? How does it help in a acquiring new skills and knowledge?

3. Explain different methods of training the employees. Suggest a suitable training method for salesmen of a Heavy Machine Manufacturing Organization.

4, what are the molar steps in the development of a training programme? Describe the steps in detail.

5. Define learning. Explain the principles of learning.

6. What purposes do training serve? Explain the ingredients ole good training programme for the employees of various levels.

7. What is employee training? Explain the important techniques at training.

8. Discuss how the group discussion can be treated to be a helpful method of employee training

9. What are the various tangible benefits of training in Indian organizations?

10. Examine the importance of training of personnel towards the development of an organization.

11. Compare and Contrast the four systems of operative training from the view points of purpose, organization and educational characteristics

12. What are the objectives of training?

13. Identity those organizational problems which cannot be solved by training?

14. What are the training inputs? Identify the areas of training and training principles.

15. Differentiate the training effectiveness from training evaluation. What are the essential ingredients of a successful evaluation of training pragramne? explain the decision points in planning training evaluation.

16. What is training evaluation? Explain the steps and methods of training evaluation.

17. Are the following statements true or false?

(a) All organizations should pro de training to all employees.

(b) Training is an art but not a science.

(c) Training inputs are experience, better performance and effectiveness.

(d) Orientation is a part of training.

18. Fill in the blanks

(a) On the lob training refers to learning….

(b) Vestibule training refers to…..

(c) Apprentice training refers to…..

(d)Training is a ... process.

19. Suggest the major type of training method in each of the following cases

(a) State Bank of India wants to train 300 clerks who have been appointed lust five days back.

(b)B.H.P.V. Ltd., wishes to train its mechanical engineers in latest developments of the Mechanical Engineering discipline.

(c) HMT wishes to train the raw candidates who will be absorbed in due course.

20. What factors should be evaluated when deciding whether to train employees on the job or in a class room?

21. How do you evaluate a training programme on the basis of cost factor?

22. Distinguish between training and education? Are you trained or educated in your college?

23. What is the role of need analysis in training? Do on think that all training programmes are based on such analysis?

THE MANAGEMENT DEVELOPMENT PROCESS

Management development is concerned with developing the experience, attitudes, and skills necessary to become of remain an effective manager. To be successful, it must have the full support of the organization's top executives. Management development should be designed, conducted and evaluated on the basis of the objectives of the organization, the needs of the individual managers who are to be developed and anticipated changes in the organization's management team.

Determining the net management requirements

Organizational objectives

An organization's objectives play a significant role in determining the organization's requirements for managers. For instance, if an organization is undergoing a rapid expansion program, new managers will be needed at all levels. If, on the other hand, the organization is experiencing limited growth, few new managers may be needed, but the skills of the present management team may need to be upgraded.

Management inventory and succession plan

A management inventory, which is a specialized type of skills inventory, provides certain types of information about an organization's current management team. Management inventories often include information such as present position, length of service, retirement date, education, and past performance evaluations.

A management inventory can be used to fill vacancies that occur unexpectedly for example, as a result of resignation or deaths. Another use is in planning the development needs of individual managers and using these plans to pinpoint development activities for the total organization.

A management inventory can also be used to develop a management succession plan, sometimes called a replacement chart or schedule. A management succession plan records potential successors for each manager within the organization. Usually presented in a format similar to an organizational chart, this plan may simply be a list of positions and potential replacement, other information, such as length of service, retirement data, past performance evaluations, and salary.

Management inventories and succession plans are generally kept confidential and can be computerized. They are also maintained by the human resource department for the use of top executives of the organization.

Changes in the management team

Certain changes in the management team can be estimated fairly accurately and easily, while other changes are not so easily determined. Changes such as transfers and promotion can be information in the management inventory; changes such as transfers and promotions can be estimated from such factors as the planned retirements of individuals in specific jobs and the objectives of the organization. Deaths, resignations and discharges are, of course, difficult to forecast. However, when these changes do occur, the management inventory and succession plan can be used to help fill these vacancies. Analyzing the organization's objectives, studying the management inventory and succession plan, and evaluating changes in the management team can give the human resource department a good picture of both the quantity and quality of managers the organization will need.

Needs assessment

Every organization has physical, financial and human resource needs. Needs relate to what the organization must have to achieve its objectives. A fundamental need of any organization is the need for an effective management team. One method off meeting this need is the use of a well-organized management development program. However, before management development activities are undertaken, the specific development needs of the managers in the organization must be determined. Thus, needs assessment is a systematic analysis of the specific management development activities the organization requires to achieve its objectives. The management development needs of any organization result from the overall needs of the organization and the development needs of individuals managers.

Basically, four methods exist to determine management development needs; training needs survey, competency studies, task analysis and performance analysis. Training needs survey focuses on the knowledge and skills required in performing the job.

Competency studies examine the competencies required in performing the managerial job. Task analysis is concerned with what tasks are required in performing the managerial job. Performance analysis deals with job performance requirements in performing the managerial job.

Comparison of four approaches to determining management development needs

Approach	Training needs survey: what knowledge/skill (K/S) is required	Competence study: what competencies are required?
	Ask key people what K/S they think/feel the trainees/performers require to do their job	Ask key people what competencies they think/feel the trainee/performer requires to do his/her job
	Prioritize the K/S recommended and summarize as a topical list, a training agenda, curriculum	Determine the K/S required to attain the stated competencies
		Prioritize the K/S recommended and summarize as a training agenda, curriculum
Advantages of this approach	• Fast, inexpensive • Broad involvement	• Relatively fast, inexpensive

	• Low risk • Low visibility	• Broad involvement • Consensus • In addition to training needs, articulation and agreement on a success profile for the performer. • Identify generic training needs covering a broad population (First-time supervisors, first-time managers)
Disadvantages of this approach	• Not precise or specific • Based on opinion, albeit "expert" • Difficult to validate • Difficult to set priorities • Difficult to relate to output, to evaluate importance of training • Once you ask people what training they feel is important, there is an implicit expectation that you will deliver it.	• Difficult to relate to output, to evaluate training. • Difficult to assess relative importance of competencies and therefore difficult to set priorities for K/S input. • Consensus will not necessarily identify the critical difference between exemplary and average performance. • Does not address

		other factors influencing performance.
Approach	**Task analysis: what tasks are required?**	**Performance analysis: what job performance is required?**
	• Determine what tasks are required of the trainee/performer for the job to be performed correctly/successfully • Determine the K/S required to correctly perform the task identified • Prioritize the tasks, and thereby the K/S and summarize as a training design document, training agenda, or curriculum	• Determine what performance is required • Determine the critical job outputs or accomplishments. • Determine what tasks are required of the trainee/performer to produce the job outputs or accomplishment. • Determine the K/S required to correctly perform the tasks identified • Determine what other factors in addition to K/S influence job performance, such as job design, resources, consequences, and

		feedback. • Prioritize the K/S required based in impact on job performance and summarize as training design, document, training agenda, and curriculum • Summarize recommendations to modify negative influences on performance
Advantages of this approach	• Precise identification of tasks and required K/S • Is a form of output and can be measured • Broad involvement • Objective, validated by observation	• Links K/S requirements to job performance • Can validate, evaluate • Address other factors affecting performance • Impact of job outputs is established and therefore can prioritize K/S input.
Disadvantages of this approach	• Takes time and skill • Difficult to assess relative importance of tasks and therefore difficult to set	• Takes time and skill • Visible

	priorities for K/S input. • Does not address other factors affecting performance.	

ESTABLISHING MANAGEMENT DEVELOPMENT OBJECTIVES

After the management needs of the organization have been determined, objectives for the overall management development program and for individual programs must be established to meet those needs. Both types of objective should be expressed in writing and should be measurable. Training objectives can be categorized within three broad areas: Instructional, organizational and departmental, and individual performance and growth. This categorization scheme can also be used for management development objectives.

Instructional objectives might incorporate targets relating to the number of trainees to be taught, hours of training, cost per trainee, and time required for trainees to reach a standard level of knowledge. Further more, objectives are needed for the principles, facts and concepts to be learned in the management development programs.

Organizational and departmental objectives concern the impact the programs will have on organizational and departmental outcomes, such as absenteeism, turnover, safety, and number of grievances. Individual and personal growth objectives concern the impact on the behavioral and attitudinal outcomes of the individual. They may also involved the impact on the personal growth of the individuals participating in the programs.

After the overall management development objectives have been established, individual program objectives specifying the skills, concepts, or attitudes that should result must be identified. After these objectives are developed, course content and method of instruction can be specified.

Methods used in management development

After the company's needs have been assessed and its objectives stated, management development programs can be implemented. This can examine some of the more frequently used methods of management development. At this point, recall the list of conditions for effective learning. These principles of learning also apply to management development programs.

The on the job example at the end of this chapter defines and summarizes the strengths and weaknesses of training methods used in both management development and employee training courses. As with employee training, management development can be achieved both on and the off the job.

Understudy assignments

Generally, understudy assignments are used to develop an individual's capabilities to fill a specific job. An individual who will eventually be given a particular job works for the incumbent. The title of the heir to the job is usually assistant manager, administrative assistant or assistant to a particular manager.

The advantage of understudy assignments is that the heir realizes the purpose of the training and can learn in a practical and realistic situation without being directly responsible for operating results. On the negative side, the understudy learns the bad as well as the good practices of the incumbent. In addition, understudy assignments maintained over a long period can become expensive. If an understudy assignment system is used, it should generally be supplemented with one or more of the other management development methods.

Coaching

Coaching, which is carried out by experienced managers, emphasizes the responsibility of all managers for developing employees. Under this method of management development, experienced managers advise and guide trainees in solving managerial problems. The idea behind coaching should be to allow the trainees to develop their own approaches to management with the counsel of a more experienced manager.

One advantage to coaching is that trainees get practical experience and see the results of their decisions. However, there is a danger that the coach will neglect training responsibilities or pass on inappropriate management practices. The coach’s expertise and experience are critical with this method.

Experience

Many organizations use development through experience. With this method, individuals are promoted into management jobs and allowed to learn on their own from their daily experiences. The primary advantage of this method is that the individual, in attempting to perform a specific job, may recognize the need for management development and look for a means of satisfying it. However, employees who are allowed to learn management only through experience can create serious problems by making mistakes. Also, it is frustrating to attempt to manage without the necessary background and knowledge. Serious difficulties can be avoided if the experience method is supplemented with other management development techniques.

Job rotation

Job rotation is designed to give an individual broad experience through exposure to many different areas of the organization. In understudy assignments, coaching, and experience, the trainee goes from one job to another within the organization, generally remaining in each from six months to a year. Large organizations frequently use this technique for training recent college graduates.

One advantage of job rotation is that the trainees can see how management principles can be applied in a cross section of environments. Also, the training is practical and allows the trainee to become familiar with the entire operation of the company. One serious disadvantage of this method is that the trainee is frequently given menial assignments in each job. Another disadvantage is the tendency to leave the trainee in each job longer than necessary. Both of these disadvantages can produce negative attitudes.

Special projects and committee assignments

Special projects require the trainee to learn about a particular subject. For example, a trainee may be told to develop a training program on safety. This would require learning about the organization's present safety policies and problems and the safety training procedures used by other companies. The trainee must also learn to work and relate to other employees. However, it is critical that the special assignments provide a developing and learning experience for the trainee and not just busy work.

Committee assignments, which are similar to special projects, can be used if the organization has regularly constituted or ad hoc committees. In this approach, an individual works with the committee on its regularly assigned duties and responsibilities. Thus, the person develops skills in working with others and learns through the activities of the committee.

Classroom training

Classroom training, the most familiar type of training, can utilize several methods. Classroom training is used not only in management development programs but also in the orientating and training activities discussed in the previous chapter. Therefore, some of the material in this section also applies to those activities.

Lectures

One of the most common methods of instruction is lecturing or teaching by the spoken word. Of course, lectures can include other media such as transparencies, slides, videotapes, or computer slides such as PowerPoint. Strengths of the lecture method of instruction include the following;

- Lectures can communicate the instrinsic interest of the subject matter. The lecturer can communicate his or her enthusiasm for the subject, which should enhance the audience's interest in learning.
- Lectures can cover material not otherwise available.
- Lecturers can reach many learners at one time.

- Lecturers can serve as effective models for their audience. An effective lecturer not only conveys information but also conveys what does and does not work in different settings.
- The lecture method lets the instructor control what will be covered, the sequence in which it will be covered and how much time will be devoted to each topic
- Lectures pose a minimal threat to the learner

Weaknesses of the lecture method include the following;

- Lectures often do not allow for feedback from the audience
- Listeners are often passive
- The length of lecture periods often does not match listener's interest spans.
- Lecturing fails to allow for individual differences in ability or experience
- Lectures are unsuitable for certain higher forms of learning, such as analysis and diagnosis
- Lectures are partially dependent on the public speaking skills and abilities of the lecture.

Case studies

In the case study technique, popularized by the Harvard Business School, real and or hypothetical situations are presented for the trainee to analyze. Ideally, the case study should force the trainee to think through problems, propose solutions, choose among them, and analyze the consequences of the decision.

Some major advantages of the case study method include the following;

- Cases emphasize the analysis of a situation that is typical of the manager's world
- The case study method improves the learner's verbal and written communication skills
- Case expose learners to a wide range of true-to-life management problems
- Cases inspire interest in otherwise theoretical and abstract training material.

Some possible weaknesses of the case study method include the following;

- Cases often focus on past and static considerations
- Cases analysis often lacks emotional involvement on the part of the student and thus is unrealistic in terms of what the trainee would actually do in the situation
- Case analysis can sometimes confuse students who are used to definite solution.

Further more, the success of the case study methods depends heavily on the skills of the instructor. Asking probing questions and keeping everyone involved in the analysis of the case are critical to the success of the method.

One variation of the case study is the incident method. The learner is initially given only the general outline of a situation. The instructor then provides additional information as the learner requests it. Theoretically, the incident method makes students probe the situations and seek additional information, much as they would be required to do in real life.

Role playing

In this method, participants assigned different roles and required to act out those roles in a realistic situation. The idea is for the participants to learn from playing out the assigned roles. The success of this method depends on the ability of participants to assume the roles realistically. Videotaping allows for review and evaluation of the exercise to improve its effectiveness.

In-basket technique

The in-basket technique stimulates a realistic situation by requiring each participant to answer one manager's mail and telephone calls. Important duties are interspersed with routine matters. For instance, one call may come from an important customer who is angry, while a letter from a local civic club may request a donation. Participants analyze the situations and suggest alternative actions. They are evaluated on the basis of the number and quality of decisions and on the priorities assigned to each situation. The in-basket-technique has been used not only for management development but also in assessment centers.

Web-based training

Many companies are turning to web-based training (WBT). Employees can gain access to online courses either via the internet or through the company's own intranet. Participants can take the courses either independently or in real time with an instructor, through a network connection. Online courses are most often given in conjunction with instructor-led courses, so that employees still have the advantage of seeing hands-on demonstrations when necessary. The flexibility of time, place and programs offered via WBT appeals to employees who often must balance school with work and home responsibilities. WBT takes advantage of the technology available in the virtual classroom. Virtual classroom can be a synchronous or synchronous. A synchronous classroom allows students and instructors to engage in learning activities without being online at the same time. Synchronous classrooms allow students and instructors to be online simultaneously. It is likely that WBT will continue to grow both in large and small organizations.

Business simulations

Business simulations generally provide a setting of a company and its environment and require teams of players to make decisions involving their company operations in competition with other teams. The instructor can add complexity and economic events as well as human resource challenges. This method forces individuals not only to work with others group members but also to function in an atmosphere of competition within the industry. Advantage of business simulations are that they simulate reality, decisions are made in a competitive environment, feedback is provided concerning decisions, and decisions are made using less that complete data. The main disadvantage is that many participants simply attempt to determine the key to winning. When this occurs, the simulation is not used to its fullest potential as a learning device.

Adventuring learning

Adventure learning or experiential-learning programs use many kinds of challenging outdoor activities, often involving physical risk, to help participants achieve their objectives, which generally fall into two categories;

- Group-focused objectives: These objectives include better communication, more creative problem solving, more effective teamwork, and improved leadership. One activity often included in adventure learning is “the Wall”, a 12-to14-foot structure that teams must get over by working together. The wall is viewed as a symbol for any business challenge.

- Personal growth objectives. These objectives include improved self-esteem, improved risk-taking skills, increased self-awareness, and better stress management. Rope activities are favorite methods for achieving personal growth objectives. One example of a rope activity is the “electric rope” game. A team has to get every member over a rope strung high up between two trees. Team members must try not to touch the rope, and they cannot use props. The electric rope is viewed as an analogy for a difficult business challenge the team faces at work.

University and professional association seminars

Many colleges and universities offer both credit and noncredit courses intended to help meet the management development needs of various organizations. These offerings range from courses in principles of supervision to advanced executive management programs. Professional associations such as the American management association also offer a wide variety of management development programs. These programs use many of the previous discussed classroom techniques.

Evaluation of management development activities

Four alternatives exist for evaluating management development activities. Each alternative focuses on the following questions:

Alternative I Are the trainees happy with the course?

Alternative II Does the training course teach the concepts?

Alternative III Are the concepts used on the job?

Alternative IV Does the application of the concepts positively affect the organization?

For each of the four alternatives, an organization must determine what might be measured to answer the questions posed by the alternative.

Assessment centers

An assessment center is a method in which trained observes evaluate various personality traits of assesses based on their performance in specially chosen exercises. Assessment centers are used for making decisions on promoting, evaluating, and training managerial personnel.

Developing the list of personality characteristics to be assessed is a critical element in any assessment center. The personality characteristics should be directly related to the successful performance of the particular jobs for which the assesses are being evaluated. Only when these personality characteristics have been identified can exercises be selected for use in the assessment center. Research indicates that certain exercises are more relevant for measuring some personality traits than others. Exercises used in assessment centers include in-basket exercises, business simulations, group discussions, cases, interviews, and various paper-and-pencil tests. These exercises involve the assesses in situations that require decision making, leadership, written and oral communication, planning, and organizing. Assessors observe the assesses while they are involved in the various exercises and evaluate their performance based on the personality characteristics being assessed. Assess are generally examined in groups of approximately six persons whose personality characteristics to be assed are similar and who occupy similar positions in the organization.

Selection of the assessment staff is another important element in an assessment center. Trained professionals such as industrial psychologists are frequently used as assessors. In addition, successful managers are often used as assessors in the belief that these people would best know the qualities required for success. Typically, several assessors are used in the evaluation process.

While the assessors observe the assesses in their performance of the various exercises, each assessor evaluates each assessee individually. The assessors then gather together and review each assessee in depth on each personality characteristic to be assessed. Each assessee is then ranked on a relative scale such as more than “acceptable”, “acceptable” or “not acceptable”.

The primary use of assessment centers has been as a predictor of success in some position for which the assessee is being considered. However, the method can also be used to identify special training that the assessee may require.

Organization development

Organizational development (OD) seeks to improve the performances of groups, departments, and the overall organization. Specifically, organizational development is an organisationwide, planned effort management from the top, with the goal of increasing organizational structure, and managerial practices in an effort to improve organizational performance. The ultimate goal of OD is to structure the organizational environment so that managers and employees can use their developed skills and abilities to the fullest.

The initial phase of an OD effort is recognition by management that organizational performance can and should be improved. Following this initial recognition, most OD efforts include the following phases: Diagnosis, strategy planning, education and evaluation.

Diagnosis involves gathering and analyzing information about the organization to determine the areas in need of improvement. Information is usually gathered from employees through the use of questionnaires or attitude surveys. Change planning involves developing a plan for organizational improvement based on the data obtained. This planning identifies specific problem areas in the organization and outlines steps to resolve the problems. Intervention/education involves sharing diagnostic information with the people affected by it and helping them realize the need for change. The intervention/education phase often involves the use of outside consultants working with individuals or employee groups. It can also involve the use of management development programs. The evaluation phase in effect repeats the diagnostic phase. In other words, after diagnosis, strategy planning and education, data are gathered to determine the effects of the OD effort on the total organization. This information can then lead to more planning and education.

Diagnosis

The first decision to be made in the OD process is whether the organization has the talent and available time necessary to conduct the diagnosis. If not, all alternative is to hire an outside consultant. Once the decision has been made regarding who will do the diagnosis, the next steps are to gather and analyze information. Some of the most frequently used methods for doing this involve using the following;

- Available records. The first step is to review any available records or documents that may be pertinent. Personnel records and financial reports are two types of generally available records that can be useful.
- Survey questionnaire. The most popular method of gathering data is through questionnaires filled out by employees. Usually the questionnaires are intended to measure employee attitudes and perceptions about certain work-related factors.

- Personnel interviews. In this approach, employees are individually interviewed regarding their opinions and perceptions and certain work related factors. This method takes more time than the survey questionnaire method but can result in better information.
- Direct observation. In this method, the person conducting the diagnosis observes firsthand the behavior of organizational members at work. One advantage of this method is that it allows observation of what people actually do as opposed to what they say they do.

In the diagnosis stage, one should collect data for a reason. A plan for analyzing the data should be developed even before the data are collected. Too often data are collected simply because they are available and with not plan for analysis.

Strategy planning

The data collected in the diagnosis stage must be carefully interpreted to determine the best plan for organizational improvement. If a similar diagnosis has been done in the past, it can be revealing to compare the data and look for any obvious differences. Because much of the collected data are based on personal opinions and perceptions, there will always be areas of disagreement. The key to interpreting the data is to look for trends and areas of general agreement. The end result of the strategy planning process is to identify specific problem areas and outline steps for resolving the programs.

Education

The purpose of the education phase is to share the information obtained in the diagnostic phase with the affected employees and help them realize the need for change. A thorough analysis in the change-planning phase often results in identifying the most appropriate intervention/education method to use. Some of the most frequently used intervention/education methods are discussed next.

Direct feedback

With the direct feedback method, the change agent communicates the information gathered in the diagnostic and change planning phases to the involved parties. The change agent describes what was found and what changes are recommended. Then workshops are often conducted to initiate the desired changes.

Team building

The objective of team building is to increase the group's cohesiveness and general group spirit. Team building stresses the importance of working together. Some of the specific activities used include; clarifying employee roles, reducing conflict, improving interpersonal relations, and improving problem-solving skills.

Sensitivity training

Sensitivity training is designed to make one more aware of oneself and one's impact on others. Sensitivity training involves a group, usually called a training group or T-group that meets with no agenda or particular focus. Normally the group has between 10 and 15 people who may or may not know one another. With no planned structure or no prior common experiences, the behavior of individuals in trying to deal with the lack of structure or no prior common experiences, the behavior of individuals in trying to deal with the lack of structure becomes the agenda. While engaging in group dialogue, members are encouraged to learn about themselves and others in the non structured environment.

Sensitivity training has been both passionately criticized and vigorously defended as to its relative value for organizations. In general, the research shows that people who have undergone sensitivity training tend to show increased sensitivity, more open communication, and increased flexibility. However, these same studies indicate that while the outcomes of sensitivity training are beneficial in general, it is difficult to predict the outcomes for any one person.

Evaluation

Probably the most difficult phase in the OD process is the evaluation phase. The basic question to be answered is: Did the OD process produce the desired results? Unfortunately, many OD efforts begin with admirable but overly vague objectives such as improving the overall health, culture, or climate of the organization. Before any OD effort can be evaluated, explicit objectives must be determined. Objectives of an OD effort should be outcome oriented and should lead themselves to the development of measurable criteria.

A second requirement of evaluating OD efforts is that the evaluation effort be methodologically sound. Ideally, an OD effort should be evaluated using hard, objective data. One approach is to compare data collected before the OD intervention against data collected after the OD intervention. An even better approach is to compare “before” and “after” data with similar data from a control group. When using this approach, two similar groups are identified, an experimental group and a control group. The OD effort is them implemented with the experimental group and a control group. After the OD Intervention has been completed, the before and after data from the experimental group are compared with the before and after data from the control group. This approach helps rule out changes that may have resulted from factors other than the OD Intervention.

From a practical standpoint, it may be desirable to use different personnel to evaluate an OD effort than those who implement the effort. However, the people who implemented the effort may not be capable of objectively evaluating it.

Summary

Define management development

Management development is concerned with developing the experience, attitudes and skills necessary to become or remain an effective manager.

Describe a management inventory

A management inventory provides certain types of information about an organization’s current management team. Information contained includes present position, length of service, retirement date, education and past performance evaluations.

Describe a management succession plan

A management succession plan records potential successors for each manager within the organization.

Define the in-basket technique

The IN-basket technique simulates a realistic situation by requiring trainee to answer one manager’s mail and telephone calls.

Describe a business simulation

Business simulations require a team of players to make decisions involving company operations in a competitive environment

Describe adventure learning

Adventure learning uses many kinds of challenging outdoor activities, often involving physical risk, to help participants reach their goals.

Define an assessment center

An assessment center is a formal method aimed at evaluating an individual's potential as a manager and his or her developmental needs.

Describe organizational development (OD)

Organizational development (OD) is an organisationwide, planned effort managed from the top, with the goal of increasing organizational performance through planned interventions and training experiences.

Outline the four phases in organizational development

The phases are diagnosis, strategy planning, and evaluation

Review questions

1. Define management development
2. What is a management inventory? What is a succession plan?
3. Name three classifications for overall management development objectives, and give examples of each.
4. Describe the following on-the-job methods of management development
    - Understudy assignments
    - Coaching experience
    - Job rotation
    - Special projects
    - Committee assignments

5. Describe the following methods of training
   - Lectures

- Case studies
- Role playing
- In-basket technique
- Business simulations
- Adventure learning

6. What is organizational development (OD)?
7. What is an assessment center?
8. Outline the phases of organizational development

Discussion questions

1. Outline a system for evaluating a management development program for supervisors
2. "It is impossible to evaluate the effectiveness of a supervisory development program". Discuss
3. "Management games are fun, but you do not really learn anything from them." Discuss.

CASE STUDY

THE 40-YEAR EMPLOYEE

John Brown 62 years old has been at the State Bank for 40 years. For the past 20 years, he has worked in the Bank's investment department. During his first 15 years in the department, it was managed by Bill Adams. The department consisted of Bill, John and two other employees. Bill made all decisions, while the others performed record-keeping functions.

Tom Smith took over the investment department after Bill Adams retired. Tom, 56, has worked for the State Bank for the past 28 years. Shortly after taking control of the department, Tom recognized that it needed to be modernized and staffed with people capable of giving better service to the bank's customers. As a result, he increased the department workforce to 10 people. Of the 10 employees, only John and Tom are older than 33.

When Tom took over the department, John was able to be helpful since he knew all about how the department had been run in the past. Tom considered John to be a capable employee; after about a year, he promoted John to assistant vice president.

After he had headed the department for about a year and a half, Tom purchased a new computer package to handle the bond portfolio and its accounting. When the new system was implemented, John said he did not like the new system and preferred the old system. At that time, his attitude created no real problem, since there were still many other records to be kept. John continued to handle most of the daily record keeping.

Over the next two years, further changes came about. As the other employees in the department became more experienced, they branched into new areas of investment work. The old ways of doing things were replaced by new, more sophisticated methods. John resisted these changes; he refused to accept or learn new methods and ideas. He slipped more and more into doing only simple but time-consuming busy work.

Presently a new computer system is being acquired for the investment section, and another department is being put under Tom's control. John was written Tom a letter stating he wants no part of the new computer system but would like to be the manager of the new department. In his letter, John said he was tired of being given routine tasks while the young people got all the exciting jobs. John contended that since he had been with the bank longer than anyone else, he should be given first shot at the newly creased job.

Questions

1. Who has failed John or the company?
2. Does the company owe something to a 40-year employee? If so, what?
3. What type of development program would you recommend for john?

7.0 Reading Materials

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Appendix

Fig. 2. Training Procedure

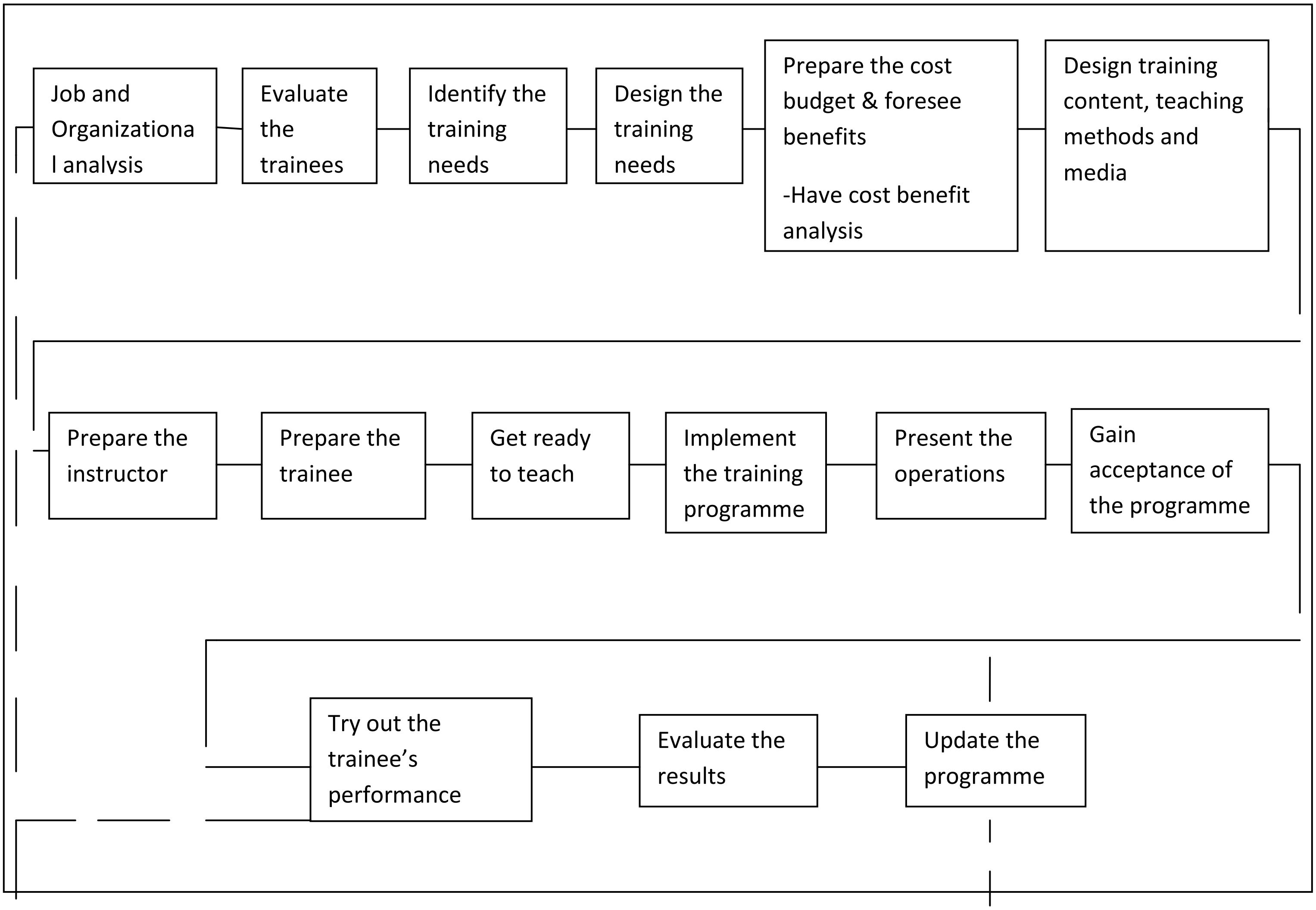

Figure 1: Sample reaction evaluation questionnaire

Name of program..

Instructor ....

Date..

1. How would you rate the overall program? ☐ ☐ ☐

☐ ☐

Excellent very good Good

Fair Poor

☐ ☐ ☐

Comments: ....

☐ ☐

2. How were the meeting facilities, luncheon arrangements, etc.?

Excellent very good Good

Fair ☐ ☐ Poor ☐

Comments: ....

3. Would you like to attend programs of a similar nature in the future? ☐ ☐ ☐

Yes No Not sure

Comment.. ☐ .... ☐ ..

☐

4. To what extent was the program relevant to your current job? ☐ ☐

To a large extent To some extent Very little

Comments: ....

5. How would you rate the abilities and style of the instructor?