



ALAGAPPA UNIVERSITY

[Accredited with 'A+' Grade by NAAC (CGPA:3.64) in the Third Cycle
and Graded as Category-I University by MHRD-UGC]

(A State University Established by the Government of Tamil Nadu)

KARAIKUDI – 630 003



Directorate of Distance Education

M.A. [PM & IR]

II - Semester

308 23

TRAINING AND DEVELOPMENT

Authors

KM Pathi, *Faculty for Organizational Behaviour, Communication Skills, Critical Reading, Indraprastha Institute of Information Technology, New Delhi*

Units (1.0-1.4, 2, 3, 5.0-5.4, 5.5-5.9, 6.3, 7, 9, 10, Case Studies)

PG Aquinas, *Chairman, Post Graduate Department of Studies and Research in Social Work, Mangalore University*

Units (1.5-1.10, 5.4.1, 6.0-6.2, 6.4-6.8)

Dr. Yogesh Kumar Patter, *Assistant Professor, Management, Amity Business School (ABS), Amity University Gurugram*

Units (4, 12)

R.S. Dwivedi, *Ex- Chairman and Dean, Faculty of Commerce and Management, Kurukshetra University, Haryana*

Unit (8)

Prof. (Dr) Bhavana Adhikari, *Deputy Dean Academics, Amity University, Gurugram*

Units (11, 13, 14)

"The copyright shall be vested with Alagappa University"

All rights reserved. No part of this publication which is material protected by this copyright notice may be reproduced or transmitted or utilized or stored in any form or by any means now known or hereinafter invented, electronic, digital or mechanical, including photocopying, scanning, recording or by any information storage or retrieval system, without prior written permission from the Alagappa University, Karaikudi, Tamil Nadu.

Information contained in this book has been published by VIKAS® Publishing House Pvt. Ltd. and has been obtained by its Authors from sources believed to be reliable and are correct to the best of their knowledge. However, the Alagappa University, Publisher and its Authors shall in no event be liable for any errors, omissions or damages arising out of use of this information and specifically disclaim any implied warranties or merchantability or fitness for any particular use.



VIKAS®

VIKAS® is the registered trademark of Vikas® Publishing House Pvt. Ltd.

VIKAS® PUBLISHING HOUSE PVT. LTD.

E-28, Sector-8, Noida - 201301 (UP)

Phone: 0120-4078900 • Fax: 0120-4078999

Regd. Office: 7361, Ravindra Mansion, Ram Nagar, New Delhi 110 055

• Website: www.vikaspublishing.com • Email: helpline@vikaspublishing.com

Work Order No. AU/DDE/DE1-291/Preparation and Printing of Course Materials/2018 Dated 19.11.2018 Copies - 500

SYLLABI-BOOK MAPPING TABLE

Training and Development

Syllabi	Mapping in Book
BLOCK I: BASICS OF TRAINING AND DEVELOPMENT	
UNIT 1: Training: Meaning – Definition – Need – Objectives – Difference among education, training and development - Training, Development and Performance consulting – Design of HRD systems – Development of HRD strategies	Unit 1: Introduction to Training (Pages 1-20);
UNIT 2: Levels of Training: Individual, operational and organizational levels – horizontal, vertical, top, bottom & official training.	Unit 2: Levels of Training (Pages 21-31);
UNIT 3: Training Organisation: Need assessment of Training- Organizational structure of training organizations	Unit 3: Training Organization (Pages 32-42);
UNIT 4: Training in manufacturing and service organizations – GST – Tax slap for state and central - Professional tax. Organizational analysis, task analysis and individual analysis – consolidation.	Unit 4: Overview of Training in Manufacturing and Service Organizations (Pages 43-52)
BLOCK II: ROLES OF MANAGERS	
UNIT 5: Duties and responsibilities of training managers – Challenges – Selection of trainers: Internal and external.	Unit 5: Duties and Responsibilities of Training Managers (Pages 53-72);
UNIT 6: Employees Training: Meaning – Need – importance – implications – features – functions- organizational climate for training and development	Unit 6: Employees Training (Pages 73-90);
UNIT 7: Areas of training: Knowledge, skill, attitude – Methods of training: On the job – Off the job.	Unit 7: Areas and Methods of Training (Pages 91-109);
UNIT 8: Executive Development Programmes: Meaning – Need – importance – nature – scope – implications	Unit 8: Executive Development Programmes (Pages 110-132)
BLOCK III: APPRAISAL AND AWARDS	
UNIT 9: Methods of evaluation of effectiveness of training - development programmes - Key performance parameter	Unit 9: Evaluating Effectiveness of Training and Development Programmes (Pages 133-145);
UNIT 10: Evaluation of Training: Evaluation of training - meaning – nature – significance - types – implications	Unit 10: Evaluation of Training (Pages 146-159);
UNIT 11: Concept of return on Investment and cost benefit analysis – ROI – IRR – CPA- CBA Linking training needs and objectives of various theories of learning and methods of training	Unit 11: Concept of Return on Investment and Cost Benefit Analysis (Pages 160-174)

BLOCK IV: CURRENT SCENARIO OF TRAINING AND DEVELOPMENT

UNIT 12: Current practices in assessing training and development – latest scenario of assessing training. Learning cycles – factors for fixing duration – selection of participants – choice of trainers

UNIT 13: Training and Development in India: Government policy on training – budget estimate – allocation - CSR - Conducting the programs – ice breaking and games – relevance of culture of participants

UNIT 14: Training Institutes in India – Management Associations – Development programmes in Public and Private Sector organization- – Cost benefit analysis – Role of trainer and line manager in evaluations – Design of Evaluation – Kirkpatrick’s model

Unit 12: Current Practices in Assessing Training and Development
(Pages 175-187);

Unit 13: Training and Development in India
(Pages 188-199);

Unit 14: Training Institutes in India
(Pages 200-216)

CONTENTS

BLOCK I: BASICS OF TRAINING AND DEVELOPMENT

UNIT 1 INTRODUCTION TO TRAINING 1-20

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Meaning and Definition of Training
 - 1.2.1 Need and Objectives of Training
- 1.3 Differences between Education, Training and Development
- 1.4 Training, Development and Performance Consulting
- 1.5 Human Resource Development (HRD) Systems
 - 1.5.1 Design of HRD Systems
 - 1.5.2 Development of HRD Strategies
- 1.6 Answers to Check Your Progress Questions
- 1.7 Summary
- 1.8 Key Words
- 1.9 Self Assessment Questions and Exercises
- 1.10 Further Readings

UNIT 2 LEVELS OF TRAINING 21-31

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Individual, Operational and Organizational Levels of Training
 - 2.2.1 Horizontal and Vertical and Top, Bottom and Official Training
- 2.3 Answers to Check Your Progress Questions
- 2.4 Summary
- 2.5 Key Words
- 2.6 Self Assessment Questions and Exercises
- 2.7 Further Readings

UNIT 3 TRAINING ORGANIZATION 32-42

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Need Assessment of Training
 - 3.2.1 Organizational Structure of Training Organizations
- 3.3 Answers to Check Your Progress Questions
- 3.4 Summary
- 3.5 Key Words
- 3.6 Self Assessment Questions and Exercises
- 3.7 Further Readings

UNIT 4 OVERVIEW OF TRAINING IN MANUFACTURING AND SERVICE ORGANIZATIONS 43-52

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Training in Manufacturing and Service Organizations
- 4.3 Answers to Check Your Progress Questions
- 4.4 Summary
- 4.5 Key Words
- 4.6 Self Assessment Questions and Exercises
- 4.7 Further Readings

BLOCK II: ROLES OF MANAGERS

UNIT 5 DUTIES AND RESPONSIBILITIES OF TRAINING MANAGERS 53-72

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Training Manager: An Overview
 - 5.2.1 Duties of Training Managers
 - 5.2.2 Responsibilities of Training Managers
- 5.3 Challenges of Training Managers
- 5.4 Selection of Trainers: Internal and External
 - 5.4.1 Internal and External Recruitment
- 5.5 Answers to Check Your Progress Questions
- 5.6 Summary
- 5.7 Key Words
- 5.8 Self Assessment Questions and Exercises
- 5.9 Further Readings

UNIT 6 EMPLOYEES TRAINING 73-90

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Meaning and Need of Employees Training
 - 6.2.1 Importance and Implications
 - 6.2.2 Features
 - 6.2.3 Functions of Employment Training
- 6.3 Organizational Climate for Training and Development
- 6.4 Answers to Check Your Progress Questions
- 6.5 Summary
- 6.6 Key Words
- 6.7 Self Assessment Questions and Exercises
- 6.8 Further Readings

UNIT 7 AREAS AND METHODS OF TRAINING

91-109

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Areas of Training: Knowledge, Skill and Attitude
- 7.3 Methods of Training
 - 7.3.1 On the Job Training
 - 7.3.2 Off the job Training
- 7.4 Answers to Check Your Progress Questions
- 7.5 Summary
- 7.6 Key Words
- 7.7 Self Assessment Questions and Exercises
- 7.8 Further Readings

UNIT 8 EXECUTIVE DEVELOPMENT PROGRAMMES

110-132

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Meaning and Need for Executive Development
 - 8.2.1 Nature and Scope of Executive Development
 - 8.2.2 Need and Importance of Executive Development
 - 8.2.3 Objectives of Executive Development
- 8.3 Executive Development Programmes (EDPs): Types, Sequence and Periodicity
 - 8.3.1 Types of EDPs
 - 8.3.2 Sequence of EDPs
 - 8.3.3 Periodicity of EDPs
- 8.4 Designing Executive Development Programmes (EDPs)
- 8.5 Delivery Methods and Evaluation of EDPs
 - 8.5.1 Evaluation of EDPs
- 8.6 Developing Middle Managers: Recent Trends in India
- 8.7 Answers to Check Your Progress Questions
- 8.8 Summary
- 8.9 Key Words
- 8.10 Self Assessment Questions and Exercises
- 8.11 Further Readings

BLOCK III: APPRAISAL AND AWARDS

UNIT 9 EVALUATING EFFECTIVENESS OF TRAINING AND DEVELOPMENT PROGRAMMES

133-145

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Methods of Evaluation of Effectiveness of Training
 - 9.2.1 Key Performance Parameter
- 9.3 Answers to Check Your Progress Questions
- 9.4 Summary
- 9.5 Key Words
- 9.6 Self Assessment Questions and Exercises
- 9.7 Further Readings

UNIT 10 EVALUATION OF TRAINING

146-159

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Evaluation of Training: Meaning, Nature and Significance
- 10.3 Types of Evaluation
 - 10.3.1 Implications of Evaluation
- 10.4 Answers to Check Your Progress Questions
- 10.5 Summary
- 10.6 Key Words
- 10.7 Self Assessment Questions and Exercises
- 10.8 Further Readings

**UNIT 11 CONCEPT OF RETURN ON INVESTMENT AND
COST BENEFIT ANALYSIS**

160-174

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Return on Investment and Cost Benefit Analysis
 - 11.2.1 Linking Training Needs, Learning Theories and Methods of Learning
- 11.3 Answers to Check Your Progress Questions
- 11.4 Summary
- 11.5 Key Words
- 11.6 Self Assessment Questions and Exercises
- 11.7 Further Readings

BLOCK IV: CURRENT SCENARIO OF TRAINING AND DEVELOPMENT

**UNIT 12 CURRENT PRACTICES IN ASSESSING TRAINING
AND DEVELOPMENT**

175-187

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Current Practices in Assessing Training and Development
 - 12.2.1 Recent Practices in Assessing Training and Development
 - 12.2.2 Latest Scenario of Assessing Training Learning Cycles
 - 12.2.3 Factors for Fixing Duration
 - 12.2.4 Selection of Participants/ Trainee
 - 12.2.5 Selection/Choice of the Trainer
- 12.3 Answers to Check Your Progress Questions
- 12.4 Summary
- 12.5 Key Words
- 12.6 Self Assessment Questions and Exercises
- 12.7 Further Readings

UNIT 13 TRAINING AND DEVELOPMENT IN INDIA

188-199

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Overview of Training and Development in India
 - 13.2.1 Government Policy on Training
 - 13.2.2 Corporate Social Responsibility
- 13.3 Icebreakers
- 13.4 Relevance of Culture of Participants
- 13.5 Answers to Check Your Progress Questions
- 13.6 Summary
- 13.7 Key Words
- 13.8 Self Assessment Questions and Exercises
- 13.9 Further Readings

UNIT 14 TRAINING INSTITUTES IN INDIA

200-216

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Training Institutes in India
 - 14.2.1 Training and Development in Private and Public Sector Organizations
 - 14.2.2 Design of Training Evaluation
 - 14.2.3 Role of Stakeholders in Training Evaluation
- 14.3 Answers to Check Your Progress Questions
- 14.4 Summary
- 14.5 Key Words
- 14.6 Self Assessment Questions and Exercises
- 14.7 Further Readings

CASE STUDIES

217-226

INTRODUCTION

NOTES

The focus of human resource management is to develop the latent potential of a workforce so that it can contribute to the achievement of organizational goals. Since the achievement of organizational goals is dependent on the skill of the workforce, organizations devote a considerable amount of time and money on effective training. Training is important not only for organizations, but also for its employees/workers. From the organization's perspective, training involves imparting of skills, knowledge and abilities to enable the worker to work effectively and make a contribution to the organization. For an employee/worker, training implies not only acquiring knowledge, but also adding to one's already existing skills.

Training programmes in every organization are systematically designed and planned. This design process starts with needs assessment because it is the latter process which identifies the training gaps in an organization. In other words, training needs assessment identifies the performance gaps in an organization which is sought to be bridged by training solutions provided by the training design team. Training needs assessment involves an analysis of organization, person and task in order to identify where the performance gap lies. Organizational analysis helps contextualize the training, while person analysis identifies the individuals who need training, and finally the task analysis identifies the knowledge, skills and attitudes that need to be addressed. To conduct the analysis various methods are available such as questionnaires, interviews, observation, etc. Apart from these traditional methods, new technology based methods have also come into use.

A training designer may plan a perfect training programme, but this alone is not sufficient to guarantee an outcome. For getting training results, the plan on paper has to be effectively implemented, and this depends entirely on effective communication of the training content. Facilities and content both play a vital role, but ultimately it is the communication of training content which decides the learning outcome. Training is learning which stems from the use of effective communication. Communication is all about creating and exchanging messages between senders and receivers. From a training perspective, communication is the interchange of information, views, opinions, attitudes, values and judgements between the trainer and training group.

This book, *Training and Development*, is divided into fourteen units that follow the self-instruction mode with each unit beginning with an Introduction to the unit, followed by an outline of the Objectives. The detailed content is then presented in a simple but structured manner interspersed with Check Your Progress Questions to test the student's understanding of the topic. A Summary along with a list of Key Words and a set of Self-Assessment Questions and Exercises is also provided at the end of each unit for recapitulation.

BLOCK - I
BASICS OF TRAINING AND DEVELOPMENT

Introduction to Training

**UNIT 1 INTRODUCTION TO
TRAINING**

NOTES

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Meaning and Definition of Training
 - 1.2.1 Need and Objectives of Training
- 1.3 Differences between Education, Training and Development
- 1.4 Training, Development and Performance Consulting
- 1.5 Human Resource Development (HRD) Systems
 - 1.5.1 Design of HRD Systems
 - 1.5.2 Development of HRD Strategies
- 1.6 Answers to Check Your Progress Questions
- 1.7 Summary
- 1.8 Key Words
- 1.9 Self Assessment Questions and Exercises
- 1.10 Further Readings

1.0 INTRODUCTION

Human resource management traditionally deals with selection, recruitment, training and employee development. The focus of human resource management is to develop the latent potential of the workforce so that they can contribute to the achievement of organizational goals. Every organization, irrespective of its size, aims to achieve certain specific goals or objectives and the achievement of organizational goals is largely dependent on the nature and skill of the workforce. Since the achievement of organizational goals is dependent on the skill of the workforce, organizations devote a considerable amount of time and money to effective training. Training *per se* is not only of importance for the organizations, but it is also of significance for the employees/workers. From the organization's perspective, training involves imparting of skills, knowledge and abilities to enable the worker to work effectively and make a contribution to the organization. For an employee/worker, training implies not only acquiring knowledge, but also adding to his already existing skills.

To understand the term training, its importance, and its nature, one has to distinguish training from learning, education and development. For a casual observer, all the terms may sound synonymous, but there is a subtle difference between each of them. We shall learn more about the difference as we proceed further.

NOTES

1.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the meaning, need, and objectives of training
- Differentiate between training, development, and education
- Examine how to design human resource development systems

1.2 MEANING AND DEFINITION OF TRAINING

Training constitutes an important part of personnel management and it is the personnel department of an organization which supervises training. Before we proceed to understand the importance and other related aspects of training, it is important to understand the meaning of the term ‘training.’

The dictionary defines the term training as, ‘The process of learning the skills that one needs for a particular job or activity.’

According to Raymond A Noe, ‘Training refers to a planned effort by a company to facilitate employee’s learning of job related competencies.’

According to P. Bramley, training is ‘a process which is planned to facilitate learning so that people can become effective in carrying out aspects of their work’.

The Manpower Services Commission (UK) defined training as ‘A planned process to modify attitude, knowledge or skill, behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the situation, is to develop the abilities of the individual and to satisfy the current and future needs of organization.’

The European Centre for the Development of Vocational Training defines training as the ‘Activity or programme of activities designed to teach the skills and knowledge required for particular kind of work.’

From the above definitions we can delineate certain elements that constitute the concept of training and these elements are:

- Training is a process.
- Training is a planned and structured activity.
- Training is learning of job specific knowledge and skills.
- Training caters to the needs of the organization.

If we combine the above elements, the meaning of the term training would be, ‘a planned and systematic process of imparting knowledge, skills and attitudes, to achieve effective performance in an activity or range of activities.’

For better understanding of the concept of training, we have distinguished it from learning, education and development in the following sections.

1.2.1 Need and Objectives of Training

Prosperity and growth are the two objectives which every organization wants to achieve. To achieve these objectives every organization relies upon a competent and skilled workforce. Training is the only means for the creation of a skilled and competent workforce. Every organization, public sector or private sector, invests considerably in training its workforce in order to achieve its growth objective. With rapidly changing technology and with increasing consumer expectations, organizations need to evolve and change accordingly. Every change implies new products, new procedures and processes and this in turn means a continuous updating of workers' skill sets. Therefore, organizational growth requires a continuous updating of workers' skills through regular training. It is training which improves the competency of an organization. It ensures that every worker is able to perform up to the expected standards, and this in turn increases the possibilities of the organization achieving its growth objectives. It is training which creates competent workers capable of performing, which results in a competent organization. In the following sections we shall learn about the advantages of training, which accrue to both the organization and the individual.

NOTES

Advantages of Training to an Organization

- Training improves the ability of the organization to face the challenges created by the changing technology.
- Training increases the competency of the organization to face competition from national and international competitors.
- Training enhances the chances of organizational synergy.
- In organizations where multi-skilling strategies are followed, training ensures work force flexibility.
- Organizations focus on training to produce a skilled work force. Most organizations specify clearly the kind of skill they require in their workforce to meet their job standards. In cases where the skill levels are lacking, the organization ensures that adequate training is provided. For instance, when the banking industry became computerized worldwide, the Indian public sector banks also computerized their operations, not by hiring new workers but by training the existing staff in IT skills. Therefore, investing in training ensures the presence of a competent workforce working for the organization.
- Providing regular high quality training is perceived by the worker as a quality of a good organization. Regular training programmes by the organization keeps the morale of the workforce high and at the same time it generates the feeling of 'Company Cares' among the workforce.

Advantages of Training to an Individual

- Training enhances an individual's skill levels.
- Training provides an opportunity to develop one's latent potential.

NOTES

- Proper training increases the confidence of the worker to perform the assigned task.
- Selection for a training programme is often perceived by the worker as a sign of his importance for the organization.
- Learning new skills during a training stint often enhances the status of the worker in the work place.
- Training in new skills may often open doors to more lucrative opportunities.
- Training improves internal and external job mobility.
- Training improves promotion prospects for the worker.
- Training and learning new skills raises the market value of the worker.

It is clear from the above discussion that without training even a well-designed working process will fail to deliver the expected results.

1.3 DIFFERENCES BETWEEN EDUCATION, TRAINING AND DEVELOPMENT

The distinction between training and education becomes very clear if one looks at both terms from Human Resource Management perspective. Trainers perceive training as a very specific or task oriented process and education as a very broad and a general term. Training is usually associated with the learning of a specific set of skills to perform a particular kind of work, while education is generally associated with learning of 'skills for life'. Training is usually seen as a means for imparting skills for performing a set of specific tasks in a predetermined procedure or process. On the other hand, education is perceived as a more broad-based preparation for life and the objective of education is to provide a general world view. Education equips an individual with basic qualifications, while training equips an individual with skills for specific jobs.

The Manpower Services Commission (UK) defines education as:

Activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity. The purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to it. It involves the study of their own cultures and of the laws of nature, as well as the acquisition of linguistic and other skills which are basic to learning, personal development, creativity and communication.

Following are some of the fundamental differences between education and training:

Education

- Is usually associated with children and youth
- Learning objective is broad based and general, for e.g. children in schools learn social studies in which they are taught the basics of history, geography and politics. In school the objective is not to train but to open minds.

- The focus of education is to transfer of fundamental and basic knowledge.
- With the coming of modern and formal school system, education has come to mean a normal activity for a certain age group.
- Primary method of education is class room coaching with very limited practical sessions. But with the introduction of vocational courses, the method of education is getting to be more practice-oriented.
- The content and the syllabus are usually decided by the government bodies and the whole education system is regulated by the government. The contents are designed to suit the needs of society in general.
- The aim of education is to create a responsible citizen.
- Education takes place usually in formal establishments like schools and universities.

NOTES

Training

- Is usually associated with adults with jobs.
- Learning objective is very specific and is related to a particular task or job. For e.g. an assembly plant worker is trained in a particular assembly process. Here the objective is to teach only specific set of skills necessary for the fulfilment of a particular task.
- Training is usually imparted at various levels, for instance, at entry levels, at supervisory levels, etc. Training at every level differs and is focused to make the worker/employee competent to undertake new set of tasks.
- Training methods are various and many, for e.g. on the job, off the job, etc. It is the organization which decides on the training methods.
- It is the organization that decides the contents of training and the contents are designed to suit the needs of the organization.
- The aim of training is to create an effective worker.
- Training usually takes place at work places like factories, assembly plants, etc.

Training and Development

Most organizations associate training with technical skills or manual competency, hence training has more or less come to connote skill enhancement for creating competent workers. Development, on the other hand, has come to be associated with soft skills like decision making, leadership etc. Training aims at teaching a skill set to an individual while development aims at nurturing the innate qualities of an individual.

According to the Manpower Services Commission (UK), development is ‘the growth or realization of a person’s ability, through conscious or unconscious learning. Development programmes usually include elements of planned study and experience, and are frequently supported by a coaching or counselling facility’.

NOTES

Development is a continuous process leading to self-actualization, while training has no such lofty aims as it is limited in scope and in content. Training serves as a means to achieve an end and that end is the creation of a competent employee. Development can be seen as an end in itself, as training often leads to development. In Human Resource Management perspective, the term training is usually used to describe those set of activities which are specifically designed to help a worker in achieving a prescribed set of performance standards which are measurable. On the other hand, development is a gradual process of growth of an individual's skills and abilities and it cannot be quantified.

The following are some elements of development:

- The focus of development is on the individual's latent potential.
- It is a long-term process and it manifests itself gradually.
- It is a continuous process and it aims at fulfilling an individual's potential.
- It is the result of conscious and unconscious learning and it comes with age, maturity and experience.
- It is reflected in better interpersonal skills and in better understanding of human psychology.
- It cannot be taught formally, as it is based on guidance of and counselling by superiors.
- Employee development is related to the organization's future growth and requirements.
- It is indicative of the growth of the learner (worker) and not of learning (training).
- It caters to the need of self-actualization of an individual.
- Organizations focus on employee development with the intention of making a long term investment. Organization's efforts at employee development bear results only in the medium- to long-term time scale.

Check Your Progress

1. What are two objectives every organization wants to achieve?
2. List one difference between training and development.

1.4 TRAINING, DEVELOPMENT AND PERFORMANCE CONSULTING

Organizations organize training with the following objectives in mind:

- Just in case training
- Just because training
- Training as a reward

- Training for communications
- Training for compliance
- Training for insurance
- Training to “show we care”
- Training in lieu of documentation

Training for the reasons mentioned above is many a times reactive, costly, and may not be the suitable intervention to solve the problem of performance, therefore, trainers need to look beyond reactive training and identify true performance problems to find the best training or non-training intervention. To get to this level, the training community should consider adding performance-consulting skills to their arsenal.

According to the authors Dana Gaines Robinson and James C. Robinson, performance consulting is the ‘systematic and holistic approach when analyzing and improving human performance to achieve business goals.’ This holistic approach forces the training professional to look beyond the traditional training world for the answers on how to improve performance.

A trainer’s role in determining if training is needed is best served when they can clearly find that the issue of performance in an employee is due to a gap in knowledge, skills, abilities and behaviours (KSAB). In addition to this, trainers must understand that an employee’s environment and motivation also play a role in performance. A performance consultant will collaborate with others to identify the performance problem prior to recommending a remedy.

A performance consultant should ask some identification questions to figure out the reasons for problems in performance. These questions include:

- Who
 - o Should be involved in the performance conversation
 - o Sets performance standards
 - o Is the ideal performer that others may be judged against
 - o Benefits from the performance if done correctly
- What
 - o Needs to happen that is not happening
 - o Would happen if the process was working
 - o Would good performance look like
 - o Tools and processes are needed to perform the job
 - o Job aids do people have access to
- Where
 - o Should the job happen
 - o Should performance be measured

NOTES

NOTES

- When
 - o Should the process be followed
 - o Should the process start and end
 - o Should deadlines be met
- How
 - o Should the process or steps be followed
 - o Often should the process be followed.

1.5 HUMAN RESOURCE DEVELOPMENT (HRD) SYSTEMS

People make things happen. For this, they need a set of ‘circumstances’. However, it is the people who create these ‘circumstances’. According to T.V. Rao, ‘HRD is the process of enabling people to make things happen. It deals both with the process of competency development in people and the creation of conditions to help people apply these competencies for their own benefit and for that of others.’

HRD is a continuous process. While the ultimate objective of HRD is to develop competencies in individuals and groups, developing competencies is a never-ending process. As one level of competencies is developed in an individual or a group, another set of needs may arise requiring the development of another set of competencies.

Definition

HRD has originated from the belief that human beings have potential. It places a premium on the dignity and tremendous latent energy of the people. According to T.V. Rao, ‘HRD in the organizational context is a process by which the employees of an organization are helped in a continuous and planned way to:

- Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.
- Develop their general capabilities as individuals and discover and exploit their inner potential for their own and/or organizational development purposes
- Develop an organizational culture in which supervisor-subordinate relationships, team work and collaboration among sub-units are strong and contribute to the professional well-being, motivation and pride of employees.’

Looking at this definition of Prof Rao, you can say that HRD aims at helping people acquire competencies required to perform their functions effectively, thereby allowing their organizations do well.

The HRD process is facilitated by mechanisms (instruments or sub-systems) like:

- Performance appraisal
- Training

- Organizational development (OD)
- Feedback and counselling
- Career development
- Job rotation
- Rewards

Employees are continuously helped to acquire new competencies through a process of performance planning, feedback, training, periodic review of performance, assessment of the developmental needs and creation of development opportunities through training, job rotation, responsibility definition and other such mechanisms.

HRD: A professional innovation

HRD is not a mere theoretical concept. It is a professional innovation necessitated by the exigencies of the situation, fuelled by human idealism, supported by growing knowledge about human systems and chiselled by pioneering practitioners. Since 1980, 'high performance work systems' has become increasingly popular. In this changing context, total human resource management (HRM) — the holistic approach and not partial personnel management would be relevant.

Describing people as a 'resource' is relatively a recent practice in India. Describing people as a resource underlines the fact that people are as important as other resources. Managers and workers together represent the human resources of an organization.

The personnel department in any organization should have a role in policy, planning and research, in addition to the role of providing personnel services, such as recruiting, information and guidance to line managers on matters such as industrial relations. This contrasts with Drucke's criticism of the personnel functions that the work of the personnel department consisted of partly clerical job and partly firefighting job to settle union troubles.

Last but not least, the personnel function has a key role in facilitating change. This is because most organizations today must change in order to survive. Change has mainly to do with people. Many of the industrial problems, which you face today have to deal with changes—changes in values, changes in methods of working, changes in technologies, changes in perceived career patterns and changes in expectations in the country.

There are two conceptual limitations of HRD. First, rather than a general theory of employee management, HRD is more appropriately viewed as an umbrella term for a series of practices that have come to prominence during the past decade. Second, as simply a set of practices, HRD does not represent a conceptual 'tool kit' for the analysis of the more fundamental issues of management-worker relations and issues of power, control, conflict, consent and dependence. HRD is the latest management response to these issues, and not an explanation of them.

NOTES

Similarities and Differences between Personal Management and HRD

NOTES

The following are the similarities between PM and HRD

- Both models emphasize the importance of integrating personnel/HRM practices with organizational goals.
- Both models vest personnel/HRD firmly in line management.
- Both models emphasize the importance of individuals, developing their abilities for their own personal satisfaction to make their best contribution to organizational success.
- Both models aim at placing the right people into the right jobs as an important means of integrating personnel/HRD practice with organizational goals.

The following are the differences between PM and HRD:

- Many statements about personnel management seem to see it as a management activity which is largely aimed at non-managers. PM appears to be something performed on subordinates by managers rather than something that the latter experience themselves. It appears to be nothing more than a set of rules and procedures that may even constrain their freedom in managing their subordinates as they think fit. On the other hand, HRD does not merely emphasize the importance of employee development, but it focuses particularly on development of the management team.
- While both personnel management and HRD highlight the role of line management, their focus is different. In the personnel management model, line's role is very much an expression of the view that all managers manage people, so all managers in a sense carry out personnel management. It also recognizes the fact that most specialist personnel work still has to be implemented within line management's departments where the workforce is physically located. In the HRD models, HRD is vested in line management as business managers are responsible for coordinating and directing all resources in the business unit in pursuit of bottom-line results. Not only does the bottom-line appear to be specified more precisely in HRD models than in the personnel management models HRD models put much emphasis on quality of product or service, but a clear relationship is drawn between the achievement of these results and the line's appropriate and proactive use of the human resources in the business unit. Personnel policies are not passively integrated with business strategy but are an integral part of strategy in the sense that they underlie and facilitate the pursuit of a desired strategy.
- Most HRM models emphasize the management of the organization's culture as the main activity for senior management. Although the organizational development (OD) models of the 1970s proclaimed similar messages, these were not fully integrated with the normative personnel management models of this period. OD was always seen as a bit different from mainstream

personnel management and, in fact, was generally kept separate in a formal institutional sense with separate OD consultants, not always with a background in or located within the personnel department. Above all, it was often presented as a fringe activity, an initiative that was nice to have but to be dispensed with at the first hint of financial cutbacks.

Table 1.1 *Difference between Human Resource Management and HRD*

Human Resource Management	HRD
1. Human Resource management function is a routine, maintenance-oriented administrative function.	1. HRD is a continuous, development function. The major attention of HRD is on improving the human processes.
2. HRM function is seen as an independent function with independent sub-functions.	2. HRD is viewed as a subsystem of a larger system. This means that the design of HRD cannot be considered in isolation.
3. HRM function is regarded as mainly a reactive function responding to the demands of the organization as and when they arise.	3. HRD is regarded as a proactive function. The function of HRD is not merely to cope with the needs of the organization but to anticipate them and to act on them in advance in a continuous and planned way.
4. HRM function is supposed to be the exclusive responsibility of the personnel department.	4. HRD aims at developing the capabilities of all line managers to carry out various personnel functions themselves.
5. HRM function takes a very narrow view of its scope and aims at developing and administering people only.	5. HRD takes a much wider view of its scope and aims at developing the total organization.
6. HRM function considers salary, economic rewards, job simplification and job specialization as important motivators.	6. HRD emphasizes the importance of higher needs in motivating individuals. It considers informal organization, autonomous work groups, job enrichment, job challenge and creativity as the main motivating forces.
7. HRM functions consider improved satisfaction and morale as the cause of improved performance.	7. HRD considers improved performance as the cause and improved satisfaction and morale as its results.

Need of HRD

People need competencies (knowledge, attitudes, values and skills) to perform tasks. A higher degree and quality of performance of tasks requires a higher level or degree of skills. Without continuous development of competencies in people, an organization is not likely to achieve its goals. Competent and motivated employees are essential for organizational survival, growth and excellence.

Over a period of time, an organization may achieve a saturation point in terms of its growth. Even to maintain such a saturation level of growth, and for organizations to operate in environments that keep changing, employee competencies need to be sharpened or developed.

NOTES

NOTES

Any organization that is interested in improving its services and its effectiveness in other ways (for example, cost reduction, reduction in delays, increased customer satisfaction, improved quality and promptness of services and market image), needs to develop its employees' competencies to perform the tasks required to bring about such improvements.

Thus, HRD is required in each organization that is interested in:

- Stabilizing itself
- Achieving growth
- Diversifying
- Renewing itself to become more effective
- Improving its systems and services
- Changing and becoming more dynamic
- Playing leadership roles

1.5.1 Design of HRD Systems

Designing HRD interventions involves a process which includes a four-step sequence:

- Need assessment phase
- Design phase
- Implementation phase
- Evaluation phase

The four-phase process approach is explained in Figure 1.1.

I. Need assessment phase

HRD interventions are used to address some need or 'gap' within the organization. A need can either be a current deficiency or a new challenge that demands a change in the way the organization operates. Identifying needs involves examining the organization, its environment, job tasks and employee performance.

Once the assessment phase has been completed, it is important to translate the issues identified in that phase into clear objectives for HRD programmes.

II. Design phase

In this phase of the HRD intervention, some type of training and development is carried out. Other activities to be carried out are:

- The objectives of the programme should be outlined.
- The appropriate trainers should be acquired along with the appropriate material to be used for the trainees.
- Determine how the trainer will deliver the programme.

- Select the most appropriate method to conduct the programme.
- Schedule the programme.

The design phase also involves selecting and developing the content of the programme. The design phase includes:

- Choosing the setting—classroom, on the job, online, and so on.
- The technique to be used—lecture, role play, stimulation and so on.
- Materials to be used for delivery of the programme—Power point, videos, films workbooks job aids and so on.

Assessment Design Implementation Evaluation

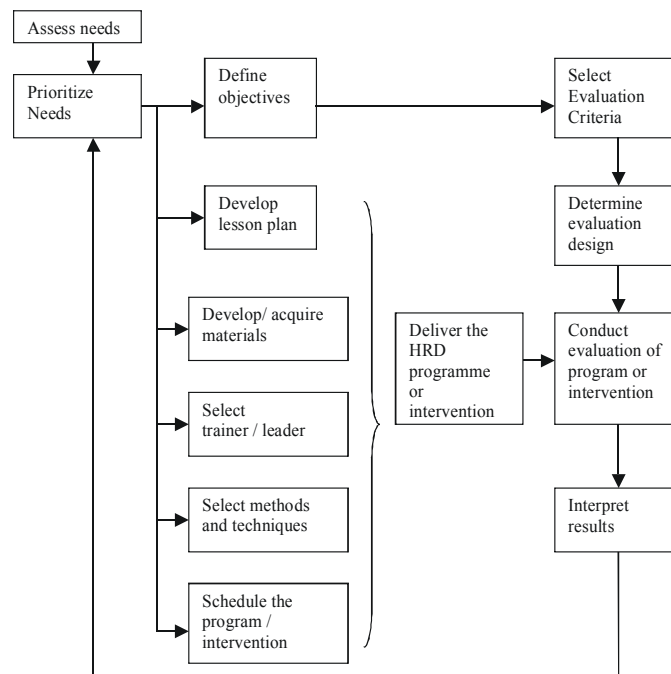


Fig. 1.1 The Four-Phase HRD Process Model

Source: Desimone, Randy L. Jon M. Werner and David M. Harris. 2003. *Human Resource Development*. Singapore: Thomson Asia Pvt Ltd.

III. Implementation phase

The goal of the assessment and design phases is to implement effective HRD programmes and interventions. The need assessment may also reveal that training is not the ideal solution for the issues or problems facing the organization. It may also be the case that a different type of HRD intervention is called for besides training. This means that the intervention must be delivered or implemented using the most appropriate means (methods). Delivering any HRD programme generally presents numerous challenges, such as executing the programme as planned; creating an environment that enhances learning and resolving problems that may arise.

NOTES

IV. Evaluation phase

NOTES

Programme evaluation is the final phase in the training and HRD process. Careful evaluation provides information on participants' reactions to the programme, how much they learned, whether they use what they learned on the job, and whether the programme improved the organization's effectiveness. This information allows managers to make better decisions about various aspects of the HRD effort.

1.5.2 Development of HRD Strategies

Organizations need to have an objective, mission and strategy to ensure its survival, development and growth. This requires a strategic alignment of people, organization and environment. The term 'strategy' refers to the art of manoeuvring resources to attain a decisive advantage in the exploitation of opportunities provided by the environment and keeping out threats from the external environment.

A case for strategic HRD

For the HRD function, the increasingly competitive business environment and the consequent streamlining of organizations have created both challenges and paradoxes. Strategies are policies for action towards the achievement of major goals; recipes for succeeding, which are planned and emergent. To implement a strategy means taking up a series of tactical decisions and activities. Human resources need to be groomed well to ensure proper implementation of strategy because human resources are seen to be the means. HRD strategies are plans that define how human resources should be utilized through the use of an integrated array of training, organization development and career development efforts to achieve individual, group and organizational objectives.

HRD has traditionally been a function of the personnel department which is concerned with the carrying out and identification of training and development needs. There was no systematic approach to training and development. HRD strategies are policies for action towards achieving major and ongoing performance improvement, and are a part of creating and sharing new knowledge. The classic training cycle is given in Figure 1.2.

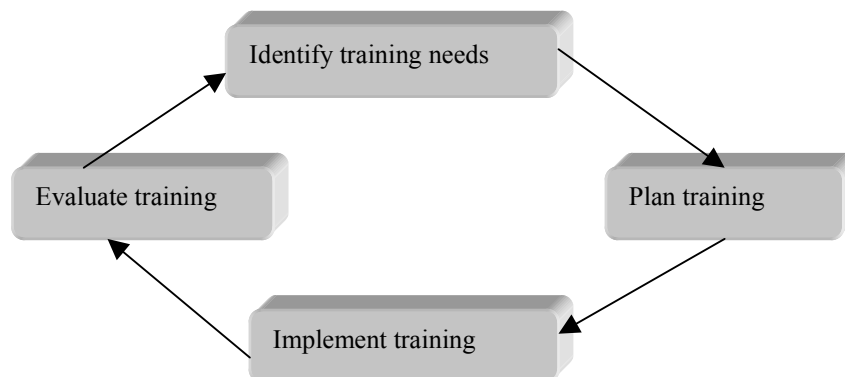


Fig. 1.2 Classic Training Cycle

Source: Balderson, Sue. 1999. 'Strategy and Human Resource Development' in John P. Wilson (ed.). *Human Resource Development: Learning and Training for Individuals and Organizations*. London: Kogan Page.

The classical training cycle does not look at organizational objectives. This approach is towards developing and identifying training needs and, therefore, no reference is made to business objectives within the training cycle. However, when we look at HRD, we talk about a 'systematic approach' to employee development which has, as its starting point, the business objectives and strategies; only then are needs identified and training is conducted. HRD is, therefore, about providing the skills base needed in the organization. It is about enhancing and widening these skills by training, by helping people grow within the organization and enabling employees to make better use of their skills and abilities (See Figure 1.3).

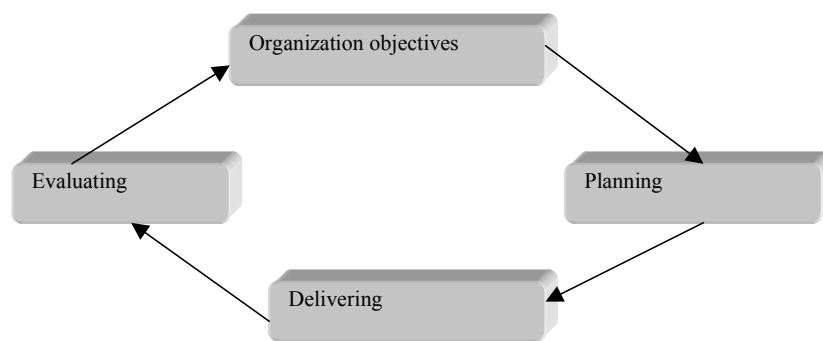


Fig. 1.3 Business Objectives Incorporated in the Training Cycle

Source: Winter, R.. 1994. 'An Integrated Approach to Training and Development' in S. Truelove (ed.). *The Handbook of Training and Development*. Oxford: Blackwell.

The strategic approach to HRD which represents the vision, mission and cause of the organization and starts with business strategy from which the HRD strategy flows. Therefore, HRD focuses on the training and development for all employees which responds to individual and organizational requirements by improving performance and understanding. HRD strategies deal with many aspects of HRD, such as training, learning, motivation, empowerment and counselling, in order to successfully meet the various risks and challenges faced by organizations in the context of HRD. It is essential that the HRD strategy flows from a corporate strategy. Only then can the organization proceed to measure whether it has the right people in place with the right competencies, knowledge, experience or capabilities necessary for both current and future responsibilities. Only then can real development and organizational progress be made. HRD strategy, in simplest terms, refers to the ways and means for effective resource utilization.

Distinction between strategic approach to training and development and strategic human resource development (SHRD)

Walton makes a distinction between the strategic approach to training and development and SHRD. He differentiates organizations into three broad categories:

NOTES

NOTES

- Those that undertake piecemeal training which is typically course-based and not explicitly linked to the overall vision and goals of the organization.
- Organizations with a training and development strategy, where the training and development provision is derived from the business plans and objectives of the organization, and where training and development is very much an outcome of strategy.
- Those that have strategic human resource development (SHRD) which is more holistic. The belief is that the processes of organizational change occur through planned learning to ensure that the individual and the organization are equipped with the skills and knowledge needed to deal with the present and to create the future.

The notion of SHRD is reflected in the concepts of human and intellectual capital and the learning organization, where learning is a deliberate business process. The shift from piecemeal training to SHRD has been driven by growth towards high-tech industries, reliant on highly-skilled knowledge workers who are seen to be the path towards competitive advantage, putting HRD at the top of the strategic agenda of the organization.

Historical perspective of strategy and HRD

It is interesting to look at strategy in an historical context and align it to HRD. Table 1.2 shows how strategy orientations have developed with respect to HRD.

Table 1.2 A Historical Perspective on Strategy and HRD

Year	Environment	Approaches to Strategy	Focus/Orientation	Approaches to Training, Development and HRD
1960s	Static	Planned	Production/ Product	No any fixed approach
1970's	Static	Incremental	Market Development	Classic training cycle (as shown in Fig 1.1 above)
1980s	Static	Emergent	Quality management; TQM, Customer service	No significant deviation from the classic training cycle
1990's	Dynamic	Opportunism/free-wheeling/chaos theory	Globalisation, Liberalization	HRD strategy based on business plan
2000's	Virtual	Focus on Human Resource	Global e-business	Strategic HRD, Learning organization, Development of human capital of the organization

Source: Balderson, Sue. 1999. 'Strategy and Human Resource Development' in John P. Wilson (ed.). *Human Resource Development: Learning and Training for Individuals and Organizations*. London: Kogan Page.

Table 1.2 suggests that considerable advancement has occurred in thinking about organizational strategy. Models of training and development have moved from the traditional classic training cycle to one focusing on 'business objectives'

to, finally, the strategic approach to HRD in the current environment. The HRD-type model requires the starting point to be in clearly articulating business plans, from which HRD priorities will naturally flow.

HRD: A strategic perspective

Tony Grundy says, ‘In the absence of HR strategy clearly linked with business strategy, HRM programmes may easily lack direction, clarity, coherence and critical marks to add real value.’ Now it is widely acknowledged that the integration of HR strategy with business strategy is vital for organizational success.

The HRD strategy helps the organization attain its objectives, and can, thereby, become a key resource for competitive advantage. The HRD strategy focuses on:

- (i) HRD as a competitive advantage
- (ii) Linking HR strategy with business strategy
- (iii) HRD as a key player in organizational performance

Model of HRD

HRD literature consists of three models. These are:

- 1. Matching Model of HRD/HRM**—This model was developed by the Michigan and New York Schools. It is also known as the hard variant of HRM. This model of HRM advocates that human resources be obtained cheaply, used sparingly and developed and exploited as fully as possible.
- 2. Soft Model of HRD/HRM** – This model of HRM comprises policies that promote mutuality in goals, influence, respect, rewards and responsibility. The strategy followed in this model is that mutuality will elicit commitment on the part of the employees, which in turn will yield better performance and greater human resource development. This model is also called the Harvard Model, which is a soft variant of HRM developed by Beer *et al.* (1984). This model is concerned with the employer–employee relationship.
- 3. 5-P Model of HRD**—This model of HRD is concerned with the five ps of strategic HRM, that is, philosophy, policies, programmes, practices and processes. This strategic HRM model reveals a new trend in which HRM is becoming an integral part of business strategy. The model stresses on the human aspect of HRM and is more concerned with employer–employee relationship.

Check Your Progress

3. Define performance consulting.
4. What is the ultimate objective of human resource development?
5. What is the goal of the assessment and design phase?

NOTES

1.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

NOTES

1. Prosperity and growth are the two objectives which every organization wants to achieve.
2. Development is a continuous process leading to self-actualization, while training has no such lofty aims as it is limited in scope and in content.
3. Performance consulting is the ‘systematic and holistic approach when analyzing and improving human performance to achieve business goals.’
4. The ultimate objective of HRD is to develop competencies in individuals and groups, developing competencies is a never-ending process.
5. The goal of the assessment and design phases is to implement effective HRD programmes and interventions.

1.7 SUMMARY

- Training constitutes an important part of personnel management and it is the personnel department of an organization which supervises training.
- According to Raymond A Noe, ‘Training refers to a planned effort by a company to facilitate employee’s learning of job related competencies.’
- The distinction between training and education becomes very clear if one looks at both terms from Human Resource Management perspective. Training is usually associated with the learning of a specific set of skills to perform a particular kind of work, while education is generally associated with learning of ‘skills for life’.
- Development is a continuous process leading to self-actualization, while training has no such lofty aims as it is limited in scope and in content.
- According to the authors Dana Gaines Robinson and James C. Robinson, performance consulting is the ‘systematic and holistic approach when analyzing and improving human performance to achieve business goals.’
- While the ultimate objective of HRD is to develop competencies in individuals and groups, developing competencies is a never-ending process.
- HRD is not a mere theoretical concept. It is a professional innovation necessitated by the exigencies of the situation, fuelled by human idealism, supported by growing knowledge about human systems and chiselled by pioneering practitioners.

- Designing HRD interventions involves a process which includes a four-step sequence:
 - o Need assessment phase
 - o Design phase
 - o Implementation phase
 - o Evaluation phase
- The HRD strategy helps the organization attain its objectives, and can, thereby, become a key resource for competitive advantage.

NOTES

1.8 KEY WORDS

- **Development:** It means the growth of an individual's ability through conscious and unconscious learning.
- **Education:** It is the process of developing knowledge, skills and values of an individual, which would enable him to understand the broader aspects of life.
- **Career Development:** It is those personal improvements one undertakes to achieve a personal career plan.
- **Career Management:** It is the process of designing and implementing goals, plans and strategies which enable the organization to satisfy employee needs while allowing individuals to achieve their career goals.

1.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Define training.
2. Write a short-note on the differences between training and education.
3. What are the advantages of training to an organization?
4. What is the role of performance consult in training?

Long Answer Questions

1. Discuss the needs and objectives of training.
2. Differentiate between training and development.
3. What is HRD? Explain the differences between human resource management and HRD.
4. Examine how HRD systems are designed.

1.10 FURTHER READINGS

NOTES

Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.

Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.

Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.

Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.

Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

UNIT 2 LEVELS OF TRAINING

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Individual, Operational and Organizational Levels of Training
 - 2.2.1 Horizontal and Vertical and Top, Bottom and Official Training
- 2.3 Answers to Check Your Progress Questions
- 2.4 Summary
- 2.5 Key Words
- 2.6 Self Assessment Questions and Exercises
- 2.7 Further Readings

NOTES

2.0 INTRODUCTION

In the previous unit, you learn introduced to the concept of training. As you learned, training is a basic concept in human resource development. It refers to the process of developing a particular skill to a desired standard by instruction and practice. In an organization, training helps to bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training can be classified in various ways; it can be on an individual, organizational, individual and level. Training can also be horizontal and vertical. These aspects will be taken up in the unit.

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss individual and organizational training
- Examine the differences between the top down and bottom up approach to training

2.2 INDIVIDUAL, OPERATIONAL AND ORGANIZATIONAL LEVELS OF TRAINING

Some experts and writers explore the different levels, at which training needs are assessed, to indicate the extent of training, while others use them to classify methods for locating training needs. The various levels of needs assessment are:

- **The organizational level:** At this level the analysts attempt to identify training needs which affect the whole organization, for example, training aimed at introducing policy level changes across the organization or induction training for new employees.

NOTES

- **The occupational group level:** At this level the analysts attempt to identify training needs which affect specific occupational group or task level, for example, training in new customer service procedures for the marketing employees, on new safety regulations for assembly line floor workers.
- **The individual level:** At this level the analysts attempt to identify training needs of individuals, for example, particular member of staff requiring stress management training, or word processing skills.

Most writers agree that the above framework of levels are not mutually exclusive, as they are interconnected and overlap at various points. Another framework which is sometimes used by writers is to categorize the needs of an organization into present and future needs. Broadly,

- **Present needs** are seen to be associated with current objectives, for example, training in skills to accomplish the present task effectively or training to operate new equipment.
- **Future needs** are associated with long-term strategic objectives of the company, for example, training to prepare future managers, or training to implement future change in organizational chain of command.

Distinguishing between the needs in terms of present and future, has its relevance for planning and prioritizing the training. From the point of view of an organization, present needs are often more relevant than future needs, but from training point of view future cannot be sacrificed to accommodate the present needs. Hence the rigid categorization into present and future needs can inhibit the overall approach to training. So training has to be carefully balanced to accommodate present needs without losing sight of future goals.

In the following paragraphs we shall discuss the elements of needs assessment: organizational analysis, person analysis and task analysis.

Operational/Organizational Analysis

An organizational analysis focuses on the long term strategic vision of the organization, its internal structure, its resources and the resource allocation. It scrutinizes the policies and procedures of the organization along with other elements that play a role in task performance. An organizational analysis provides information about:

- Long term goal of an organization
- Resource allocation *vis-à-vis* objectives
- Probable internal factors responsible for problems
- Organizational support for training solution

Analyzing the organization helps in contextualizing the importance given to training in the organization's strategic goals. Mission statements are analyzed carefully to align training strategy with the organization's goals. The statements

also provide a clue to the status of training in the organization's list of priorities. Every organization's resources are limited, hence resource allocation is part of the organization's strategic planning. In case a company decides to invest heavily into a new assembly line, the decision will have an impact on the Human Resource Department also. The department will have to focus on recruiting suitable candidates and on training them. In the aforementioned case, we can see how strategic decisions can impact the priorities of Human Resource Department.

With regard to human resources, organizational analysis focuses on strategic needs assessment and specific training needs assessment.

Strategic needs assessment: It provides an assessment of current employees' abilities to support the organisation's long term strategic plans.

Specific training needs assessment: It focuses on employees working in those departments which are contributing to performance gaps.

As part of organizational analysis, internal environment is also analysed. It is done to determine how complementary the internal structures are to the performance objectives of the department in which problems have been identified. In case of problems with the internal structure, organizations must address this issue before looking into the training aspect. To sum up, we can say that organizational analysis basically outlines the broad issues that can influence training needs.

Task (Requirement) Analysis

Task analysis is conducted to determine the knowledge, skill and attitudes that are required for effective performance. It produces a complete description of work activities. It is conducted only after the organizational analysis has identified the existence of performance gaps. Following are the steps involved in task analysis:

Step One: Select the job which is to be analysed.

Step Two: Prepare a list of tasks performed on the job by:

- Interviewing the employees.
- Interviewing the supervisors.
- Directly observing them work.
- Talking to experts who had previously performed the task analysis.

Step Three: Validate the prepared list of tasks by asking job-related questions to subject matter experts, either directly or by a questionnaire. The questions are related to:

- Frequency of the task.
- Time taken to perform the task.
- Relation of task to the job.
- Training difficulty associated with the job.
- Degree of difficulty.

NOTES

NOTES

Information collected at this stage is used for deciding on the task, which needs to be focused on during training.

Step Four: In the above three steps, the job and the tasks were defined and in this step, the knowledge and skills required for task accomplishment is identified. Information collected at this stage is very useful during training design as information allows the training designer to focus on specific skills or knowledge.

Another approach to task analysis is to identify the competencies required for the job. Traditionally, needs assessment has focused on skills or knowledge associated with a specific task. But recent approach is to focus on competencies. Competency models have been developed for conducting needs assessment. Business environment is highly complex today and so is the job profile of most positions. Hence, companies are now increasingly turning towards competency models to identify the skills and knowledge required for job performance. A competency model identifies not only the skills and knowledge but also the personality traits associated with each competency. Following are the steps in developing a competency model:

- Identification of job or position
- Identification of changes in business strategy
- Identification of effective and ineffective employees
- Identification of effective and ineffective competencies
- Validation of competencies for effective performance listed in the model

An important point to note here is that training programmes based on work-oriented task analysis become defunct when the nature of the work changes. On the other hand, training programmes based on competency assessment are more adaptable to changes. Hence, they are more suitable for dynamic business environment.

Individual Analysis

Individual analysis is used to identify underperforming employees and also find the causes for their underperformance. In other words, it is used to identify employees who need training. Several instruments are available for conducting person analysis. Performance appraisal is one of the instruments used but due to lack of objectivity it requires corroboration from other instruments. Another possible way to identify employee needs is through self-ratings but this technique also suffers from the same objectivity issue as performance appraisal. For achieving an objective person analysis, analysts prefer the 360 degree performance review in which the employee rates himself on a number of aspects and is also simultaneously rated on those same aspects by his peers, subordinates and supervisors. Analysts find this a reliable source because the individual is rated by different groups, who see the employee in different conditions and interact with him at different levels. Apart from these rating scales, analysts also use tests like proficiency tests, cognitive tests, and behavioural tests to conduct person analysis.

Types of Training Needs Assessment

There are two types or approaches to training needs assessment, one is proactive and the other is reactive. In the following paragraphs we shall discuss the two types of needs assessment.

(I) Proactive Training Needs Assessment

Proactive training needs assessment is oriented more towards future human resource requirements. In this approach the Human Resource Department develops plans and implements strategies to ensure that the company has the necessary personnel for vital jobs based on the future knowledge and skill requirements. The proactive approach starts with anticipating the expected changes in future and the analyst attempts to balance the organization's current needs and the future expectations. At the task level, job analysts collect data not only on current task issues, but they also try to anticipate the future job requirements. They conduct what is known as strategic job analysis, where they identify the skill and knowledge requirements of a job as it is expected to exist in future. Data collection methods are similar to traditional job analysis, but with an emphasis on information related to future changes. To collect information about future, the analysts look at values, economic policies, political issues and market trends and technological progress. After collecting the relevant data, a revision of tasks based on these expected changes is done. Using this information, future training needs are determined.

(II) Reactive Training Needs Assessment

Reactive training needs assessment focuses on the existing issues in job performance. This begins with identification of discrepancies in job performance and once they are identified, the organization intervenes after due consideration. Reactive training needs assessment also follows the same pattern of organizational analysis, task analysis and individual analysis but the distinction between them is not clear-cut, because of the following reasons:

- The approach has a narrow focus as it focuses primarily on one department.
- Only those who display discrepancies are interviewed
- The issues are related to one particular task of a specific job.

In reactive approach, task and person analysis are conducted to identify the cause of the performance gap. The manner in which the analysis is conducted has been discussed earlier in the unit.

From the above discussion it becomes clear that the two approaches have entirely different perspectives on conducting training needs assessment. This difference in focus raises the question as to which approach is more suited to the organization. From theoretical point of view, it is the proactive approach which the organization should favour, because it prepares it to respond to forthcoming changes in future. But even with proactive approach the organizations have to respond to immediate changes in business environment. Hence, in practice the

NOTES

organizations have to be reactive in responding to immediate changes and proactive in anticipating future changes.

2.2.1 Horizontal and Vertical and Top, Bottom and Official Training

NOTES

Let us begin by discussing official training.

Official Training

We can consider official training to be the training of supervisors and other managers.

Training of Supervisors

A supervisor is an individual who has been delegated authority to direct the work of others and who has the responsibility for their work output. The supervisor is at the first level of management directly super-ising a group of workers. The growth in size leading to the complexities of a firm demands that the supervisors know the inter-relationship of the different departmental functions and how their actions may affect other departments. Supervisors are the foundation of any business. Trained and motivated supervisors are essential to achieve success in business.

Besides knowledge of his job, a supervisor becomes competent only when he possesses the required skills to make sure that the team is organized to achieve business objectives. For this, the supervisor must be clearly aware of his or her authority as well as responsibilities. The stress for supervisor training can be for the following reasons:

- Role and responsibilities of a supervisor
- Company information
- Plant processes and expansions
- Computer applications in industry
- Productivity techniques, suggestions, incentive schemes
- Participative forums, e.g. committees
- Standing orders and factory rules
- Industrial Disputes Act, common labour laws and grievance redressal
- Leadership and motivation
- Job communication
- Basics of purchase and finance procedures
- Prevention of accidents and fire, first aid

Supervisor Training Techniques

Development programs help supervisors in obtaining and developing a variety of skills and knowledge. Different methods are employed to develop these skills and knowledge in the supervisor, which encompass the following:

- Decision-making skills
- Interpersonal skills
- Job knowledge
- Organizational knowledge
- General knowledge
- Specific individual needs

NOTES

Training of Operatives

Training methods techniques refer to instructional methods used for delivering learning contents. Training as a method for skill enhancement goes back to medieval Europe during the era of guilds. During this time, most of the manufacturing was concentrated in guilds and the guilds trained their recruits usually by placing them under a master craftsman. The recruit learnt the craft under the guided supervision of the master craftsman; it was a kind of on-the-job training. This system of supervised training continued during the industrial revolution and this system of training came to be known as apprenticeship. As industrialization progressed, training became systematic in order to meet the new demands for skilled labour. As production methods changed, the methods of training also kept pace and training became increasingly structured and formal. New training methods emerged to suit the needs of emerging globalization. Currently, according to one estimate of the American Society for Training and Development, more than thirty methods of training are employed globally by businesses. Traditionally, the training methods were classified as formal and informal. Later, they came to be classified as on-the-job and off-the-job methods. We will discuss these further in Unit 6.

Top-down

In the traditional ‘top-down’ method, human resource employees and other top executives within a business define the content, structure and aims of training programs while managers and supervisors make sure new and existing employees complete requisite courses and fulfil training requirements. For numerous reasons this method is the most immediately appealing to senior management and human resources. This technique helps executive teams to structure the training regimens that, in principle, will bestow individuals in the organization with the skills and knowledge they need to perform their jobs to the best of their ability. Although it must be noted here that while this technique helps a business to confidently meet regulatory, corporate, or standards-driven (e.g. ISO 9001) training requirements, it does not necessarily improve performance and cultivate employee competence.

Bottom Up

Unlike top-down training, a bottom-up approach to training relies on creativity, collaboration and communication, as well as a degree of organizational flexibility and agility. Basically, in this technique, the executive management defines high-

NOTES

level corporate and training objectives while smaller teams are responsible for defining targets that contribute to these objectives and configuring training regimens accordingly. Team leads and managers are accountable to their supervisors, but teams themselves are graced with the flexibility to adjust training and procedural approaches on the basis of both their ‘up-close-and-personal’ knowledge of the processes they are exposed to most intimately and regularly, and the fresh insights that accompany new additions to the team who are recently trained or in the midst of training. The net result is teams, departments and the organization at large is able to achieve defined targets and goals more effectively and expeditiously.

Despite these advantages, bottom-up approaches can be tricky to adopt. Firstly, while in effect bottom-up approaches do not inevitably remove the senior management of actual control, they often generate the perception of requiring managers, directors and executive staff to cede control. In addition, the migration to a bottom-up approach from an entrenched, top-down approach will often generate an amount of institutional friction as it represents a degree of cultural change. In some cases, it can be difficult to convince established management/executives that a bottom-up approach ought to be tried.

Horizontal and Vertical Training

Horizontal training is about developing competencies such as communication and active listening skills, responding effectively and constructively to conflict, or increasing technical expertise.

The primary emphasis of horizontal learning is the functional development of knowledge, skills, and behaviours that strengthen vital competencies in an organization. Horizontal learning focuses on what one knows. It represents the knowledge and skills one acquires while operating at a specific stage of growth and development, one’s own particular level of cognitive, emotional, and relational complexity.

Vertical training, on the other hand, is about the transformation of how an employee thinks, feels, and make sense of the world; it is about increasing the complexity of how one sees and relate to the world and to what one knows.

It encompasses the development of both mental complexity and emotional intelligence. While occurring naturally, vertical training can also be accelerated by 3 to 5 times under the right sort of learning environment—one that combines optimally balanced challenge and support. Almost all organizational development is based on a horizontal training approach. Only a few businesses employ an organizational development process that acknowledges the power of vertical learning.

Check Your Progress

1. What does organizational analysis focus on?
2. List the different levels of needs assessment.
3. What do training methods refer to?
4. What does a bottom-up approach to training rely on?

NOTES

2.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. An organizational analysis focuses on the long term strategic vision of the organization, its internal structure, its resources and the resource allocation.
2. The three levels of needs assessment are:
 - The organizational level
 - The occupational group level
 - The individual level
3. Training methods techniques refer to instructional methods used for delivering learning contents.
4. A bottom-up approach to training relies on creativity, collaboration and communication, as well as a degree of organizational flexibility and agility.

2.4 SUMMARY

- Some experts and writers explore the different levels, at which training needs are assessed, to indicate the extent of training, while others use them to classify methods for locating training needs.
- The three levels of needs assessment are:
 - o The organizational level
 - o The occupational group level
 - o The individual level
- An organizational analysis scrutinizes the policies and procedures of the organization along with other elements that play a role in task performance.
- Analyzing the organization helps in contextualizing the importance given to training in the organization's strategic goals.
- With regard to human resources, organizational analysis focuses on strategic needs assessment and specific training needs assessment.

NOTES

- Task analysis is conducted to determine the knowledge, skill and attitudes that are required for effective performance.
- Task analysis is conducted to determine the knowledge, skill and attitudes that are required for effective performance. It produces a complete description of work activities. It is conducted only after the organizational analysis has identified the existence of performance gaps.
- Individual analysis is used to identify underperforming employees and also find the causes for their underperformance. In other words, it is used to identify employees who need training. Several instruments are available for conducting person analysis.
- A supervisor is an individual who has been delegated authority to direct the work of others and who has the responsibility for their work output.
- Development programs help supervisors in obtaining and developing a variety of skills and knowledge.
- Traditionally, the training methods were classified as formal and informal. Later, they came to be classified as on-the-job and off-the-job methods.
- In the traditional ‘top-down’ method, human resource employees and other top executives within a business define the content, structure and aims of training programs while managers and supervisors make sure new and existing employees complete requisite courses and fulfil training requirements.
- Unlike top-down training, a bottom-up approach to training relies on creativity, collaboration and communication, as well as a degree of organizational flexibility and agility.

2.5 KEY WORDS

- **Performance Appraisal:** It is a systematic, general and periodic process that assesses an individual employee’s job performance and productivity in relation to certain pre-established criteria and organizational objectives.
- **Proactive Training:** It is training undertaken in advance of a future situation.
- **Reactive Training:** It is training undertaken due to a certain situation in an organization.
- **Supervisor:** It means a person who is in the first-line management who monitors and regulates employees in their performance of assigned or delegated tasks.

2.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What do you understand by present and future needs of an organization?
2. What does organizational analysis provide information about?
3. Write a short-note on the training of supervisors.

Long Answer Questions

1. Discuss individual and organizational training.
2. Examine the differences between the top down and bottom up approach to training.
3. Describe the steps involved in tasks analysis.

2.7 FURTHER READINGS

- Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.
- Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.
- Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.
- Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.
- Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

NOTES

UNIT 3 TRAINING ORGANIZATION

NOTES

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Need Assessment of Training
 - 3.2.1 Organizational Structure of Training Organizations
- 3.3 Answers to Check Your Progress Questions
- 3.4 Summary
- 3.5 Key Words
- 3.6 Self Assessment Questions and Exercises
- 3.7 Further Readings

3.0 INTRODUCTION

Training programmes in every organization are systematically planned and are, in fact, more designed than planned. The training design process starts with needs assessment because it is the latter process which identifies the training gaps that exist in an organization. In other words, training needs assessment identifies the performance gaps in an organization which is sought to be bridged by the training solutions provided by the training design team. In this unit, we shall be introducing you to the first step in training design, that is, training needs assessment. We call it the first step in training design because it is the process of identifying how training can help an organization reach its goals. Training needs assessment involves an analysis of the organization, person and task to identify where the performance gap lies. Organizational analysis helps contextualize the training, while person analysis identifies the individuals who need training, and finally task analysis identifies the knowledge, skills and attitudes that need to be addressed. To conduct the analysis, various methods are available such as questionnaires, interviews, observation, etc. Apart from these traditional methods, new technology-based methods have also come into use and in this unit we shall be briefly outlining some of these, like online technology, benchmarking, use of the help desk method, etc.

3.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss need assessment of training
- Examine the organization structure of training organizations

3.2 NEED ASSESSMENT OF TRAINING

The term ‘training needs assessment’ looks very self-explanatory, but it is not. Training practitioners attach two different meanings to the term. According to some training practitioners, training needs assessment focuses on analyzing those training needs that have already been identified. While others use the training needs assessment as a blanket term, inclusive of identification of training needs and analysis of needs themselves. From an Indian training perspective, it is the latter interpretation that most training practitioners follow. And we too shall be following the inclusive perspective in this unit. Before we start discussing training needs assessment, it is imperative that we clarify some terms for learners benefit. Students often are unable to define and understand the terms ‘training need’, ‘training needs identification’ and ‘analysis of training needs’. Following are the explanations of the aforementioned terms:

Training need: It refers to the deficiency in an individual’s performance which can only be improved by some kind of training. The deficiency could be anything, from knowledge to attitude. Training need assessors, while writing the training need, clearly define the need in precise behavioural terms.

Training needs identification: This refers to the process of detecting and specifying training needs. This is a process of discovering or unearthing the training needs at individual and organizational levels. This process aims at sorting out the wants from needs, to identify those needs which are training needs and which have to be addressed by training.

Analysis of training needs: This refers to the process of examining training needs *per se*. Analysis of training need is undertaken to determine a specific learning solution to address a specific training need. In other words, it is the process of determining the best way to meet the training need. During this process, factors such as cost of training, the nature of learning resources, organizational goals are considered.

In case the above paragraphs sounded too full of training jargon, following is a simple explanation for training needs assessment. It is the process of identifying how training can help organizations reach its goal. According to Zemke and Kramlinger, training needs assessment is ‘the art and science of finding the right problems and understanding them fully.’

Organizations undertake training needs assessment to identify the kinds of training that are needed, to identify employees who need training, and to identify the methods to deliver the needed knowledge, skill and attitudes training. Organizations do not perform training needs assessment until some situation or event triggers it. The triggering event could be anything, from consistent inability to meet the productivity target to an increase in number of dissatisfied clients.

NOTES

NOTES

It should be noted that training needs assessment is an organizational intervention; it is an organizational response to a situation. More than often, it is the performance gap which invites organizational intervention in management of human resource.

From an organization's perspective performance gap is the gap between the current condition and the desired condition. Performance gaps can be attributed to a number of issues, but we can classify them broadly into training issues and non-training issues. With respect to training issues, performance improvement is the only solution and that is what is sought to be addressed in training needs assessment. Training needs assessment is a process that involves identifying the training needs and its solutions. The process includes:

- Comparing the current condition to the desired condition.
- Identifying and defining the problems.
- Analyzing the behaviour and mechanisms which are responsible for the current condition.
- Determining if and how behaviours and mechanisms can be changed or altered to produce the desired condition.
- Developing solutions which are acceptable to all the stakeholders concerned such as management and employees.

To sum up, we can define training needs assessment as the whole process of:

- Identifying the range and extent of training needs
- Separating training needs from non-training needs
- Identifying solutions to meet the training needs

Reasons for Conducting Training Needs Assessment

Before we move on to the process of training needs assessment, it will be a good idea to explore the reasons for conducting training needs assessment. We saw the existence of performance gap as a cause for triggering training needs assessment, but there are also other compulsions which force an organization to conduct training needs assessment. In the following paragraphs we shall discuss the reasons for conducting training needs assessment.

- Employees' underperformance is not always a training issue. Factors like organizational barriers, sub-standard equipment; bad management practices can also contribute to poor performance. Needs assessment will help determine the necessity of training and this prevents the organization from looking at training solutions for non-training issues. And in case if it is a training issue, the organizations can plan accordingly.
- Besides identifying the training needs, the needs assessment, if conducted properly, will help the organization to identify the causes for poor

performance. It can pinpoint exactly where the problem lies in the organizational set up.

- Needs assessment helps in determining the content and scope of training. It helps in identifying the type of training, the duration of training and the target audience for training.
- Needs assessment helps in establishing the desired learning outcome. It helps in determining the training content and training objectives of the training programme.
- Needs assessment ensures that the final training design is aligned with employee needs. A considerable effort is made during needs assessment to gather information on knowledge, skills and attitude requirements. This helps the training designer in replicating the learner’s job in a training situation.
- Needs assessment establishes the basis for back-end evaluation. During needs assessments quantitative measurement are taken of business needs, performance needs, learning needs and learner needs. These same measurements are used later to evaluate training in terms of learner reaction, learning, job performance and business needs. If the comparison shows positive changes in the four areas, the training goals are considered to be met. Hence, needs assessment data is an aid for conducting training evaluation.

NOTES

3.2.1 Organizational Structure of Training Organizations

To establish the true cause of the problem or need, organizations employ several investigative tools and techniques, which include interviews, surveys, questionnaires, etc. Investigative or data collection methods are chosen on basis of their appropriateness to the problem. Table 3.1 presents some popular methods of needs assessment, along with their advantages and disadvantages.

Table 3.1 Advantages and Disadvantages of Various Training Methods

Method/ technique	Advantages	Disadvantages
Observation	Useful for creating data related to job environment. This method is least intrusive as it does not affect the routine work.	Needs skilled observer who is well versed in the techniques of non-participant observation. Hawthorne experiments proved that employees’ behaviour gets altered under observation. Hence data collected by observation has reliability issue associated with it.
Questionnaires	An inexpensive method. Allows for data collection from a large sample. Data can be easily collated and summarized.	Collecting information through this method is a long drawn out process. Collection of detailed information is not possible. Information is associated with the questions, it may lack focus.

NOTES

Interviews	Better method of two way communication with an expert. Effective for uncovering training issues along with solutions. Unlike questionnaires, questions can be modified.	The whole process can take time. Collected data can be difficult to analyze. It requires a skilled interviewer to get the right response.
Focus groups	Suitable for exploring complex issues. Questions can be altered to explore unforeseen issues.	Organizing a group may take time. Group may provide you with information which is not objective. In case of status distinctions among group members, it will be difficult for all the members to open up and provide information.
Documentation (technical and research reports)	Suitable for procedural information. Suitable for collecting information on new jobs.	Information may be too technical for common man's understanding.
Online technology	Suitable for collecting objective information. Suitable for using in situations where routine work should not be disturbed. Suitable in situations where requisite manpower is limited.	Use is limited to employees who have basic computer knowledge.

According to Casey and Doverspike, for information gathering, companies have started using help desk method, which they establish to deal with calls related to deficiencies in training and documentation or with software or system. Help desk management software has an inbuilt report generating capability which collates the data of received calls and generates reports. These reports can be studied and analyzed for locating training gaps.

With the development and progress made by online technology, companies have started looking towards the emerging technology as a tool for assessment. Online technology can be used for monitoring and tracking employee performance. According to Ellis, online technology is used by call centres to assess ongoing performance. In case a call centre executive fails to meet the required standards, an online mechanism is activated, and it directly refers the executive to the appropriate training aid. The distinguishing features of online technology are that first, the assessment process is continuous and second, the training response is immediate.

Benchmarking is another method which companies have, of late, started using due to increasing stress on Total Quality Management. It is a process in which companies use information of training practices of other companies, to determine and design their own training strategy.

Since it is not possible to explore all the methods in detail, we have provided you with information on methods of needs assessment in tabular form. With numerous methods available, each with its own strengths and limitations, it is tough for an organization to select one effective method for needs assessment. Most

organizations use multiple methods for conducting needs assessment. Methods are selected by the organizations on the basis of following factors:

- Type of information needed
- Level of detail required
- Time
- Cost
- Number of people involved in the process
- Disruption of routine work
- Complexity of information required
- Validity, reliability and adaptability
- Process must be participant friendly, that is, the participant must not feel offended or intimidated by the process.

After considering the above factors, the organization decides on the appropriate method for conducting needs assessment. Now that we have learnt about the methods available for needs assessment, we can move further towards understanding the process of needs assessment.

Needs Assessment Process

Needs assessment process broadly consists of data collection, analysis of data and finding an appropriate solution. But training professionals have broken these broad categories into number of steps like a nine step process or a five step model. In the following paragraphs we shall discuss the five step model first and then outline the nine step model for an added perspective.

The following is the five-step model of needs assessment process:

Step one: Identifying the needs

- Determining the organizational context
- Performing the gap analysis
- Determining the objectives

Step two: Determining the design of needs assessment

- Criterion for method selection are determined
- Strengths and limitations of each method is assessed

Step three: Collection of data

- Conducting interviews
- Non-participant observation
- Focus group meetings
- Handing out questionnaires
- Conducting surveys

NOTES

NOTES

Step four: Analyzing the collected data

- Qualitative analysis
- Quantitative analysis
- Training solutions are identified on the basis of analysis.

Step five: Providing feedback

- Preparation of report for presentation to management.

Let us look at the above steps in detail.

- **Step One: Identifying the needs**

The first step in the process of needs assessment is locating the needs or the problem areas. Most analysts usually start by looking at the company's strategic plans, plans which include vision documents, and mission statements. These documents give the analysts clues regarding the long term vision and goals of the company. In case these documents are unavailable or not prepared, the analyst should suggest the development of strategic vision before focusing on any training issue. The objective of training is to create a performance oriented workforce which will act as a catalyst in accomplishing the company's long term goals. Without goals it is difficult to determine training objectives.

From a company's point of view, need is the gap between desired outcome and current outcome. The first step in the assessment process is to identify the performance gaps existing in the company. Once the needs are identified, specific objectives for training can be established. The objectives must explicitly state the desired performance standards in measurable terms. We shall study more about objectives in unit 5, when we shall be discussing instructional objectives.

- **Step Two: Determining the needs assessment design**

To identify the causes of the need or the problem, the analyst uses several investigative tools or techniques. We have already discussed the investigative methods or tools in the above section. In this step the analyst chooses investigative tools or techniques after assessing the strengths and limitations of each method or tool. But the most vital consideration is that the method must be appropriate for the needs to be assessed.

- **Step Three: Collecting data**

After the investigative tools are decided, the process of data collection begins. Data collection process focuses on collection of data related to job/task and performance. The best possible way to do it is by looking at the job descriptions for the positions. Along with this the assessor can interact with the employees who perform the job and find out what and how they perform the tasks. To corroborate the employee's response the assessor can request

inputs from line managers or supervisors. In case of simple tasks or jobs, the employee will be able to provide step-by-step detail of task execution, but in case of complex jobs the employees information will be disorganized and it is up to the assessor to make sense of it. Interactions, interviews, observations, and questionnaires are commonly used methods of data collection.

- **Step Four: Analyzing the collected data**

Analyzing the data is the most crucial part of needs assessment. Depending on the method of data collection, the process of analysis can be simple or complex. With regard to qualitative data collected from interviews or observation, the analyst first sorts the information to categorize it. During the sorting stage the aim is to categorize and not to interpret the collected information. For qualitative data, content analysis is done for interpreting the data. Statistical analysis is done for the quantitative data collected from surveys, etc. If the analysis suggests a performance gap which can be eliminated by training, suitable methods are then looked upon for training. Training must be resorted to only if it addresses a specific need or problem. There are instances where the data analysis may point to a problem, but the problem may not be a training issue, it might be a non-training issue connected with poor management practice or outdated equipment.

Data collection and its subsequent analysis are conducted to define and clarify the problem or the need. In the first step the needs are identified, but they are more in the nature of perception and do not reflect the real problem. The real problems are defined and identified only as a result of data analysis. Data analysis actually verifies the analysts' perception of the problem. Most training recommendations are made after the data analysis and all training designers use the data analysis for designing specific programmes.

- **Step Five: Providing feedback**

Feedback is the step involving communication of findings to the management or key personnel. After data analysis the training needs are identified and this is communicated in written or oral form to the people who matter. This ends the formal assessment of training needs.

For an added perspective, we shall give you an outline of the nine-step model of training needs assessment, which some trainers favour.

Step One: Job or task-related data collection

Step Two: Understanding the performance standards applied to a job.

Step Three: Measuring the current performance levels.

Step Four: Identifying the differences between the established standards (desired outcome) and current performance (current outcome)

Step Five: Determining the cost of the difference.

NOTES

Step Six: Assessing job-related employee skill and knowledge levels

Step Seven: Analyzing the gap between job requirements and the current employee performance.

NOTES

Step Eight: Proposing appropriate training solutions for resolving issues related to performance gaps.

Step Nine: Implementing the solution.

In this model, steps one to five assess the training needs from an organizational perspective while Steps six to nine focus on assessing the needs from an individual employee's perspective. The above-mentioned are the basic processes for determining the type of training that is needed. The next step is to create training objectives and other measures in order to evaluate whether learning has occurred or not as a result of the training.

Example of needs assessment

Mr. Sharma, a professional trainer, was approached by the training director of ABC Ltd. for conducting a team-building workshop for its managers. During discussion with the training director, Mr. Sharma learnt of the event that triggered the training demand. He learnt that, of late, the company has been receiving reports from the subordinate staff about the manager's insensitive attitude towards them. Judging from the nature of complaints, the Senior Management perceived it to be a team management and an inter-personal issue; hence they called in Mr. Sharma. From the company's point of view it was an issue of mutual distrust, which they thought could be eliminated by a small workshop on team building and interpersonal relations for both managers and the subordinates. As a professional trainer, Mr. Sharma was not convinced about the management's perception of the issue. So he requested the training director to arrange a meeting with the managers and the subordinate staff separately, in order to find out and hear the nature of complaints first hand. During his interaction with the managers and subordinates, Mr. Sharma observed that the element of mutual distrust was not due to interpersonal relations but was mainly due to absence of communication between the two levels. He felt the issue was communication and not inter-personal relations. So he suggested the Training Director to have a workshop on communication rather than on team building and inter-personal relations. Mr. Sharma subsequently designed and delivered a workshop on communication with the objective of eliminating mutual distrust and building better team spirit.

Check Your Progress

1. What is the meaning of training needs assessment from an Indian perspective?
2. What is training needs identification?
3. Define the needs assessment process.

3.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. From an Indian perspective, training needs assessment is inclusive of identification of training needs and analysis of needs themselves.
2. Training needs identification refers to the process of detecting and specifying training needs.
3. The needs assessment process broadly consists of data collection, analysis of data and finding an appropriate solution.

NOTES

3.4 SUMMARY

- According to some training practitioners, training needs assessment focuses on analyzing those training needs that have already been identified. While others use the training needs assessment as a blanket term, inclusive of identification of training needs and analysis of needs themselves.
- Analysis of training need is undertaken to determine a specific learning solution to address a specific training need.
- Organizations undertake training needs assessment to identify the kinds of training that are needed, to identify employees who need training, and to identify the methods to deliver the needed knowledge, skill and attitudes training.
- To establish the true cause of the problem or need, organizations employ several investigative tools and techniques, which include interviews, surveys, questionnaires, etc.
- With the development and progress made by online technology, companies have started looking towards the emerging technology as a tool for assessment.
- Benchmarking is another method which companies have, of late, started using due to increasing stress on Total Quality Management. It is a process in which companies use information of training practices of other companies, to determine and design their own training strategy.
- Needs assessment process broadly consists of data collection, analysis of data and finding an appropriate solution. But training professionals have broken these broad categories into number of steps like a nine step process or a five step model.

NOTES

3.5 KEY WORDS

- **Surveys:** It means to ask (many people) a question or a series of questions in order to gather information about what most people do or think about something.
- **Questionnaires:** It is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study.
- **Benchmarking:** It is a measurement of the quality of an organization's policies, products, programs, strategies, etc., and their comparison with standard measurements, or similar measurements of its peers.
- **Total Quality Management:** It is a system of management based on the principle that every member of staff must be committed to maintaining high standards of work in every aspect of a company's operations.

3.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What do you understand by analysis of training needs?
2. What are the reasons for conducting training needs assessment?

Long Answer Questions

1. Discuss needs assessment of training in detail.
2. Examine the organizational structure of training organizations.

3.7 FURTHER READINGS

- Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.
- Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.
- Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.
- Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.
- Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

UNIT 4 OVERVIEW OF TRAINING IN MANUFACTURING AND SERVICE ORGANIZATIONS

*Overview of Training in
Manufacturing and Service
Organizations*

NOTES

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Training in Manufacturing and Service Organizations
- 4.3 Answers to Check Your Progress Questions
- 4.4 Summary
- 4.5 Key Words
- 4.6 Self Assessment Questions and Exercises
- 4.7 Further Readings

4.0 INTRODUCTION

In the previous unit, you learnt about the organizational structure of training organizations, as well as the need assessment of training. Here, we will discuss training in manufacturing and service organizations. A manufacturing organization is essentially any organization that employs components, parts or raw materials to make a finished good. On the other hand, organizations in the service sector are those that earn revenue through providing intangible products and services. They encompass companies involved in retail, transportation, food services, IT services, and so on.

4.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss training in manufacturing organizations
- Examine some of the challenges in industrial training
- Describe training in service sector organizations

4.2 TRAINING IN MANUFACTURING AND SERVICE ORGANIZATIONS

In the era of globalization, there are continuous developments in the market and nothing is fixed. To stay focused in the market, organizations are keeping their business procedure dynamic and continuously implementing changes. However, how can one win the market and stay focused? Employees are the people who

NOTES

will support a company to be competitive in a volatile market. In volatile market conditions, the HR department of an organization needs to be dynamic and pay special attention to various business procedures.

Importance of Training and Development in Manufacturing Organizations

Big companies engaged in manufacturing of high-end products usually give training to their employees for better utilization of skills. They are also aware of the importance of training and development and its impact on the company. In case of Small or Medium Enterprises (SMEs), they may not feel any significant benefit of training as they monitor every rupee used in a business.

During the training and development activity in a manufacturing organization, sometimes employees do not focus much on the end result. This may lead to extended time line for some of the tasks. Even though managers in large organizations sometimes feel that even if employees are highly skilled, the work will not be considerably fast and they can be competitive, the fact remains that a lack of talented employees may result in routine procedures getting delayed and quality becoming compromised.

The major purpose for organizational training is as follows:

- Enhances team skills, moral and confidence
- Better interpersonal relations
- Higher organizational efficiency
- Less supervision
- Increases capability, scale of production
- Better quality standards
- Better stability of companies operations
- Better utilization of resources
- Less learning time
- Reduced requirements of employees
- Minimum accident at job
- Able to cop up with globalization
- Reduces employee turnover and absenteeism

The impact of existing training activities in a company is as follows:

- It encourages the worker to feel sure about delivering from their end, in spite of changes in technology.
- It causes the workers to effectively react to the changes that are made out of hierarchical restructuring.
- It helps to enhance employee career advancement.

- It provides the workers with a capacity to react to changes happened because of workplace diversity.
- It helps to address a worker's requirements because of continuous growth.

Training and development is an essential part of the performance management process in the work environment of a manufacturing company. In other words, when innovations or new systems are introduced in the market or there is a change in resources or employees or when new technology or machines are utilized in the tasks, the business must give training to workers with the goal that they can learn and actualize the same in the business activities. This enhances the individual abilities and enhances the level of performance of a company.

Organizational objectives for training and development

Each business searches for profitability, quality change, industrial safety, a decrease in employee turnover and learning time and capacity to keep up an effective management group. The following are the primary targets of any training and development program in a company:

- To give better knowledge of job
- To give systematic skill and knowledge to employees
- To improve organizational and individual productivity
- To keep standards for safety
- To enhance ability to handle various equipments
- To increase career advancement

Other uses

- Worker satisfaction, confidence, and retention are ensured, providing for a group of skilled employees, team building and confidence.
- Workers quality execution prompts enhanced consumer satisfaction and different services.
- Working staff gets refreshed on modern innovation and recent strategies. Employees get diverse plans to execute their assignments to achieve corporate objectives.
- Organizations get distinctive plans to actualize and they encounter alternate points of view of business to execute a similar work.
- It enhances job satisfaction, motivation, and assurance. This minimizes employee turnover.
- The production process picks up. In addition, there is effectiveness, standardization, and adaptability.

In a consistently changing and quick paced corporate world, training and development is an inevitable function. However, training and development is one

NOTES

NOTES

of the least things on the priority list of majority of organizations involved in manufacturing. At the point when it is organized, usually it is at persistence of the HR division. There are, be that as it may, various benefits in arranging appropriate training and development activities for workers. Training enables employees to get new abilities, hone existing ones, perform better, increases productivity and allows employees to be better leaders. Since an organization is the sum of what workers accomplish individually, companies ought to do everything possible to guarantee that employees perform at their zenith.

Various domains of corporate training:

- Artificial Intelligence and Machine Learning Based Programs
- Computer Graphics Based Programs
- Management Based Programs
- Business Process Management(BPM)
- Microsoft Office Based Programs
- Business Process Mapping and Object Modelling Based Programs
- Core and Advanced level Programming Training
- Soft Skills Sessions
- Software Testing Based Programs
- Statistics and Forecasting Based Programs
- Web Development Based Programs

Companies in the manufacturing sector need to guarantee there is solid authority, well-built procedures, specialized capability, and powerful client administration and selling abilities within their organizations. These days, manufacturing companies require evaluation and expert advancement preparation on different skills, for example, enhanced authority and correspondence, upgraded critical thinking capacities, better problem solving capability with innovative tools, enticing introduction abilities, and successful project administration.

Professional development training in such companies encompasses:

- Identifying and conducting workshops on project management and time management to engineers.
- Several leadership training activities improves leadership and better communication abilities, helping to introduce changes to business culture, revise and review existing processes and make a more interactive business team.
- Conducting presentation skills workshop for staff involved with new employee orientation. This activity helps to create a clear, concise message for new employees.

Industry Training Challenges

The principle preparing issue in the assembling business is that a large number of managers are searching for multi-talented employees who can carry out a number of different functions. However, the majority of workers in manufacturing have just been prepared to do only a single task. One likely remedy for such an issue is implementing a training and development technique that shows less competent workers the abilities they have to help drive the company forward, while in the meantime enabling staff to advance their career as well. This should help support the organizations' efficiency, reduce employee turnover and possible knowledge gap. However, on the job in-house training has various difficulties. These include:

(i) Increased expenditure

Based on the skills that are required, manufacturing sector training can be exceptionally costly. It requires a high investment and long time for trainers and managers to show workers the vital skills and procedures for an assembling work.

In order to keep control of training cost, a smart choice would be to give a part of the employee training as an e-learning course. E-learning just gives a more financially savvy option in comparison to classroom training because of reduced travel and trainer costs. It additionally is substantially more flexible, empowering study out of working hours and normal updates to course content dependent on new frameworks, industry rules or regulation. Obviously, a few abilities are very hard to give through an online course, therefore, in other words, blended learning (e-learning joined with on the job training and trainer drove training) is frequently the best approach for training in the manufacturing sector.

(ii) High employee turnover ratio

High staff turnover can be expensive, particularly when a considerable measure of money and time has been used in employee training. Along these lines, it is vital that the best performing professionals are distinguished, remunerated for their execution and given essential help and CPD (continue professional development) to propel their career forward. This helps in the retention of good employees.

It is also critical that particular procedure information is never held by only one person. The exchange of knowledge from a worker to the company in general (through training courses or social learning) needs to happen frequently with the end goal to avoid brain drain due to employee turnover.

Training in the Service Sector

In the service sector business, management training and soft skills primarily are the required training courses. There is a constant need to increase the skills of the workforce. The recommended training programs for the service sector are discussed below.

NOTES

NOTES

The training for soft skills encompasses:

- Cross cultural training
- Professional business writing
- Organizational change management
- Better communication skills
- Dispute management
- Training for customer services
- Motivational
- Crisis management
- Management of stress
- Team building
- Management of time
- Interpersonal skills
- Hiring skills
- Presentation skills training
- Leadership training

Upcoming trends in training

Implementing advanced technology in training benefits an organization in the following ways:

- It increases the demand for virtual work arrangement training.
- It focuses on storing and capturing intellectual capital.
- Organizations will depend on integration and learning management system for business activities.
- Advance technological tools enable training to be conveyed to every target employee in a timely and viable way.
- The arrangement of work virtually.
- Work that is carried out in a different location.
- Limited contact with colleagues.
- Ability to communicate electronically.

GST and Commercial Training

Business Training or Coaching Centre means any organization or institution giving business training or coaching for a particular knowledge or skill regarding any matter or subject. Such centres may or may not issue certificates. An important aspect of training to consider for employees in today's market place, whether it be

a manufacturing or service organization, is the implementation of the Goods and Services Tax (GST). Many organizations in India provide GST training courses for employees so that business processes do not get disrupted and function smoothly.

The GST in India has primary four tax rate slabs including, essential goods and services, standard goods and services, and luxury goods and services which have 5 per cent, 12 per cent, 18 per cent and 28 per cent GST respectively. Special category of goods and services including luxury at 28 %, standard goods and services come under 18 % slab, other standard goods and services taxed at 12 % and commonly used goods and services at 5%. Additionally, goods and services which are most essential attract a nil GST rate that comes under exempted categories. Similarly, certain specific goods and services including luxury goods and services attract extra cess in excess of 28 per cent.

NOTES

Training Need Identification- Organizational Analysis, Task Analysis and Individual Analysis

In order to improve the effectiveness of training, an important phase in the training and development design process is need assessment. It helps in identifying the gap in required performance level and actual performance level and organizes current resources to minimize the gap. Knowledge, skills, and attitudes that are already possessed by employees and requirements of the job, are identified in training need analysis. To develop an effective training program assessing training need is an important part. It identifies current problems and potential challenges to cover with the help of training and development. It focuses on one or other aspect with changes and prevails at every level of the company.

The way toward distinguishing training needs relies upon the gap between present performance and required performance. In such a process, different performance appraisal and employees evaluation are useful.

(a) Individual Analysis

An individual analysis is extremely important if the training program is to be upheld as nearly as possible to fill the gap in the competencies of the employees and it is to be connected with the level of development of the employees. For personal analysis, an important plan of difference between desired performance and actual performance is needed. To measure the learning requirements and expectations, personal analysis helps the trainee. Various sources for information of individual analysis are work samples, questionnaires, interviews, checklists, progress chart of training, issues in performance and performance evaluation. For an effective and thorough need assessment critical data is collected at every level. The inability to identify the training need within the organization will lead to high investment and reduced benefits. Thus, it is necessary to analyze the training needs first and then accordingly providing training to employees.

NOTES

(b) Organization Analysis

Much the same as some other assets, employees and their capabilities must be managed and controlled. This infers management of the human resource must be consistent with the basic requirements of the company, for example, effectiveness and quality. The organizational effectiveness relies on the degree to which human resource procedures and business policies merge with each other.

(c) Task/Operational Analysis

Task analysis includes operational activities that must be performed as part of a job. It also includes knowledge, skills, and attitude at the level at which they have to be performed and expertise needed to achieve that level. Important techniques for task analysis are observation, interview, reports, key task analysis questionnaires, job expectation technique, job description, performance standards so on and so forth.

Check Your Progress

1. List two purposes of organizational training.
2. What are the required training courses in the service sector business?
3. List some of the domains of corporate training.

4.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Two purposes for organizational training is as follows:
 - Enhances team skills, moral and confidence
 - Better interpersonal relations
2. In the service sector business, management training and soft skills primarily are the required training courses.
3. Some of the domains of corporate training are:
 - Artificial Intelligence and Machine Learning Based Programs
 - Computer Graphics Based Programs
 - Management Based Programs

4.4 SUMMARY

- In the era of globalization, there are continuous developments in the market and nothing is fixed. To stay focused in the market, organizations are keeping their business procedure dynamic and continuously implementing changes.

- Big companies engaged in manufacturing of high-end products usually give training to their employees for better utilization of skills.
- The major purpose for organizational training is as follows: Enhances team skills, moral and confidence; Better interpersonal relations; Higher organizational efficiency; Less supervision; Increases capability, scale of production; Better quality standards, and so on.
- Training and development is an essential part of the performance management process in the work environment of a manufacturing company.
- When innovations or new systems are introduced in the market or there is a change in resources or employees or when new technology or machines are utilized in the tasks, the business must give training to workers with the goal that they can learn and actualize the same in the business activities.
- Each business searches for profitability, quality change, industrial safety, a decrease in employee turnover and learning time and capacity to keep up an effective management group.
- Based on the skills that are required, manufacturing sector training can be exceptionally costly. It requires a high investment and long time for trainers and managers to show workers the vital skills and procedures for an assembling work.
- High staff turnover can be expensive, particularly when a considerable measure of money and time has been used in employee training.
- In the service sector business, management training and soft skills primarily are the required training courses. There is a constant need to increase the skills of the workforce.
- The GST in India has primary four tax rate slabs including, essential goods and services, standard goods and services, and luxury goods and services which have 5 per cent, 12 per cent, 18 per cent and 28 per cent GST respectively.
- In order to improve the effectiveness of training, an important phase in the training and development design process is need assessment. It helps in identifying the gap in required performance level and actual performance level and organizes current resources to minimize the gap.

NOTES

4.5 KEY WORDS

- **Small and Medium Enterprises:** They are non-subsidary, independent firms which employ fewer than a given number of employees. This number varies across countries.
- **Turnover:** It is the rate at which employees leave a workforce and are replaced.

- **Task Analysis:** It is a business methodology of analyzing employee tasks to improve the way core business processes are being run within a company.

NOTES

4.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Write a short-note on training in service organizations.
2. What is the impact of existing training activities on a company?
3. What is organizational analysis?

Long Answer Questions

1. Discuss the importance of training and development in manufacturing organizations.
2. The way toward distinguishing training needs relies upon the gap between present performance and required performance. Discuss.
3. Examine some of the challenges in industrial training.

4.7 FURTHER READINGS

Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.

Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.

Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.

Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.

Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

BLOCK – II
ROLES OF MANAGERS

*Duties and Responsibilities
of Training Managers*

**UNIT 5 DUTIES AND
RESPONSIBILITIES OF
TRAINING MANAGERS**

NOTES

Structure

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Training Manager: An Overview
 - 5.2.1 Duties of Training Managers
 - 5.2.2 Responsibilities of Training Managers
- 5.3 Challenges of Training Managers
- 5.4 Selection of Trainers: Internal and External
 - 5.4.1 Internal and External Recruitment
- 5.5 Answers to Check Your Progress Questions
- 5.6 Summary
- 5.7 Key Words
- 5.8 Self Assessment Questions and Exercises
- 5.9 Further Readings

5.0 INTRODUCTION

In this unit we shall introduce you to the most critical individual/office in the whole training process, that is, the training manager. Every organization, whatever may be its size, has a training manager to manage its training operations. Fundamentally, training and development is a part of the Personnel department or Human Resource department, but it is usually treated as a separate entity within the department, with its own director and training budget. Whatever its status in the organizational structure may be, training and development is perceived as a support function by any organization. In its support role, the department performs the essential function of providing employees with necessary training for effective performance of their tasks. It is within this ambit of the training function that the contribution of a training manager is vital and significant.

The term training manager consists of two words ‘training’ and ‘manager’. The word ‘training’ denotes the functional area and the word ‘manager’ denotes the role within the functional area. When we combine both words we have an individual/office which focuses on the managerial aspects of training. Essentially, the training manager is primarily concerned with planning, organizing, directing and controlling the training operations. The responsibility of the training manager is

NOTES

conditioned by the size and type of the organization. He may simply be made responsible for a group of training staff or may be made responsible for coordinating the entire training programme.

Fundamentally, every organization conducts regular training to correct performance problems or to induct new recruits into the organization. The responsibility for conducting the training and development programmes is that of the training manager. He plans the training programmes, taking into account the current and future needs of the organization. The training manager is an active participant in the training plan process and also in the execution of the training plans. In other words, the training manager creates, implements, monitors and reviews every training programme conducted in an organization.

With regard to the implementation of training programmes, the training manager selects trainers, guides them and supervises the conduct of training sessions. Getting the desired training outcome is the responsibility of the training manager. Training outcome responsibility implies an active role for the training manager in the evaluation process. He coordinates the entire evaluation procedure and collates the assessment data to present it to the senior management and for documentation purposes.

In this unit we shall be focusing on the managerial role of the training manager and to give you a better perspective, we shall start with a brief outline of what managers do. Then we shall proceed to study the various roles played by the training manager and since responsibilities are derived from roles, the training manager's responsibilities come next. Finally, we shall be discussing the challenges facing the training manager and how his role is evolving with the changing business environment.

5.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the duties and responsibilities of a training manager
- Explain the challenges faced by training managers
- Discuss the internal and external sources of selection of trainers

5.2 TRAINING MANAGER: AN OVERVIEW

Before we proceed to discuss the role and responsibility of a training manager, we would like to clarify something that most students miss while studying the role of training manager. Training manager is not a term; it refers to an 'office' or a designation. When we speak of training manager in this unit, we are not speaking of an individual per se. In this unit we shall be using the term 'training manager' with reference to the office, so when we speak of the role of training manager we

shall be outlining the functions of the 'office'. To avoid confusion, students have to note that there is a subtle difference between an 'individual' and an 'office'. The role belongs to the office and not to the individual. Hence, the answer to the question, who is the training manager, lies in the role and not in the individual. A conventional definition of a training manager's role would be one that relates to a specialist training section or department.

Gilley and Egglund defined the role as 'focused on the administration and management of the learning system within the organization through the planning, staffing, organizing, controlling and marketing of human resource development department.'

To delineate the role of training manager we first have to understand the nature of work of a manager and then we can situate the role of a manager in the context of training. Traditionally, a manager was defined as someone who is 'responsible for the work of other people'. Unlike the traditional definition which left the work of manager undefined, modern management experts like Drucker defined the work of manager as planning, organizing, integrating, and measuring.

According to Peter F. Drucker, there are five basic operations in the work of the manager.

Setting Objectives: To start with, the manager sets the objectives for his department or unit. He determines what the objectives should be. He identifies the key result areas and makes specific plans for accomplishing those objectives. He communicates the objectives to people whose performance is crucial for reaching the desired objectives.

Organizing: Setting objectives entail organizational work. The manager organizes the work with the objectives in mind. He classifies the work, breaks it down into manageable activities and further into jobs which could be allocated to his staff. He groups these units and jobs into an organization structure.

Motivating and Communicating: A manager motivates and communicates. He creates a team out of staff that are responsible for jobs. He creates the team spirit by his work ethics and by his working style. He does it through his decisions on pay, placement and promotion for the team, and through constant communication, to and from his subordinates, his superiors, and his colleagues.

Measurement: The manager sets the standards. He ensures that the established performance standards are available to every one of his staff. He analyses, interprets, and appraises performance. As in all other areas of his work, he communicates the meaning of measurements and their findings to his subordinates, to his superiors and to his peers.

Developing People: Finally a manager develops people who are working with him. He guides, and mentors them. In the process of developing others, he also develops himself

NOTES

NOTES

The above listed functions of a manager are applicable to all managers, irrespective of the size of the organization and type of work. Keeping this as our broad framework, we shall outline the role of training manager in the following paragraphs.

5.2.1 Duties of Training Managers

The duties of training managers can also be said to his or her role within an organization. The word 'role' refers to an individual's expected function and it emphasizes on the part that the individual plays or the particular way in which an individual interacts with others. The word also focuses on functions to be performed by an individual. When we speak of role of training manager, we actually focus on the managerial aspect of training. From the managerial point of view, training manager is primarily concerned with the planning, organizing, directing and controlling the training operations.

Planning Role of a Training Manager

Planning is an activity that is conspicuously present at every level in an organization. Organizations have plans which are both long term and short term and aligned with the organizational plan are plans of every department, including the training department. In broad terms, planning is the process of determining objectives of an organization and ways in which to achieve them. It involves analyzing organizational resources, assessing opportunities and designing specific action plans. In operational terms planning is about:

- Mission statement
- Identifying key areas
- Objectives for the key areas
- Action plans for achieving them

Mission statements are broad outlines of what the department or the organization wants to achieve in the plan period. These statements provide direction to the activities of the department or the organization. The mission of the personnel department is to assist management with the attainment of goals and objectives by:

1. Developing the capability to identify and meet human resource needs of the bank
2. Developing the capability to help our people resource utilize their skills to the optimum.

Usually training departments are units of personnel department or Human Resource Department; hence they operate within the mission statements of those departments. The Department identifies the key areas to focus on, after considering the mission statement. For example key result area for the personnel department of a bank would be as follows:

- Recruitment and selection of staff
- Compensation and benefits for the administration
- Turnover control
- Advisor on personnel matter to the management and employees
- Communication
- Training

After the key areas are determined, the training department focuses on achieving the desired results. At this stage the training manager gets involved in the planning process. Training manager identifies the present and future training and development needs within the organization through job analysis, appraisal schemes and regular consultation with the supervisors and line managers. Training manager plays an active part in designing specific training programmes to meet the long and short term training needs. It is the duty of the training manager to assess the long term training needs of the organization. Apart from training plans, training manager is actively involved in planning the implementation of current and future training programmes.

Organizing Role of Training Manager

After the plans are put in place, the training manager organizes the resources and staff to implement the plan. The term organizing means ‘a process of dividing work into manageable components and coordinating results to serve a specific purpose’. As an organizer of training and development programme, the training manager determines the duties of his staff, he makes it clear who is supposed to do what. He creates a line of authority within his department by establishing who is in-charge of whom. Effective organization requires clear communication channels; hence the training manager clearly defines the channels of communication. If needed the training manager prepares the organization charts and reorganization plans and he assures his superiors that training function is organized for optimum results. As an organizer the training manager decides the course of action, delegates work to his staff and acts as a resource provider to his staff for carrying out their respective functions.

Role in Staffing

The staffing role of a training manager refers to the part he plays in selecting appropriate trainers for implementing the training plan. After the training objectives are determined, the training manager concentrates on selecting appropriate training designers and trainers to create training plan, training materials and training aids (if required). The process of staffing in the context of the training manager refers to identifying trainers according to the training methods involved. For example, if it is an on the job training, the training manager will look for trainers within the organization, and if it is an off the job training the training manager will select an

NOTES

NOTES

appropriate trainer from his own staff and, in case none in his staff are capable, he must look for external trainers. For selection of trainers, the training manager looks for subject matter and practical expertise along with training skills. The training manager supervises the activities of his staff both training and support staff. With respect to the training staff the training manager:

- Gives internal trainers feedback,
- Provides participant feedback form for trainers,
- Prepares trend analysis report of ratings from classes taught by trainers,
- Coaches the trainers on the basis of feedback data and observations,
- Prepares direct observation notes after observing the in-class performance of the trainers,
- Conducts regular sessions for developing skills of internal trainers,
- Prepares professional development plans for individual trainers,
- Communicates training project plans to the trainers for seeking their inputs,
- Promotes a training management relationship to trainers and course developers,
- Supports and develops staff line item in budget,
- Calls for and conducts regular individual and staff meetings.

From the above description it is evident that training manager's role in staffing activities is critical for the effective functioning of training department.

Role in Budgeting

The budget process is critical to the functioning of the training department. From organizational budgetary point of view, training is perceived as a support function because it does not make any direct contribution to the revenues of the organization. But budgets are important for the training because they show the costs and benefits of investing in training. Training may not make direct contribution but it is critical for the organization to financially support training because it is an investment in the future. Whether training is intended to correct past inadequacies or bring new expertise into the organization, understanding the value of training investment requires the financial data that a budget provides. Elements of training budget include:

- Budget design and development
- Budget execution
- Expense tracking and record keeping
- Programme monitoring
- Project management
- Reporting and reconciliation

With regard to training budget, the training manager develops a strategic and annual training budget plan, designed to support overall goals of the organizations. Training manager prioritizes the training programmes on the basis of effects that each will have on the organizational goals. On the basis of priority the training manager allocates budgetary resources for training programmes.

At the start of the budgetary process, the training manager is intimated about the timeline for submission of his departmental budget along with previous year's accounts and current years' projections and estimates. Using the previous year's data and other resources, training manager prepares the estimates and sends it to his departmental head for approval. Apart from preparation for the training, the manager also monitors at regular intervals the implementation of budget. As part of budgetary duties the training manager also assesses the return on investment made in training programmes. He lists the benefits that will accrue to the organization as a result of investment in training.

Role in Evaluation

Due to the critical role played by the training manager in the entire training process, some management experts consider him to be the 'owner' of the training process. The training manager's role in planning the training and staffing his department clearly implies that he has a role in training evaluation also. Since he is instrumental in designing and selecting the appropriate trainers, it is imperative that he evaluates the trainer performance and the general implementation of training. Following are certain aspects of evaluation performed by the training manager:

- Exercises control over training evaluation strategy and practice.
- Provides assistance with evaluation practices, especially when a more neutral assessor than the trainer is required.
- Conducts close examination of the evaluation results and their analysis and discussion of evaluation results with the staff.
- Collation of a series of evaluation analyses representing the training department's range of work.
- Presentation of analysed results to senior management
- Representing training department when evaluation is considered at senior management meetings.
- Monitoring and reviewing the progress of the trainees by using questionnaires and through discussion with trainers.
- Amending or revising of training programmes if any change is indicated by the review process.

From the above description of the role of training manager it is clear that the office of the training manager is the pivot around which the whole training department revolves.

NOTES

5.2.2 Responsibilities of Training Managers

NOTES

‘A responsibility is a particular task that you have because of your job or position.’ (*Collins Cobuild Dictionary*) The aforementioned meaning of ‘responsibility’ implies that it is the position of a training manager which carries responsibility along with it. With regard to position, the training manager holds a very critical position in the training department of every organization. The level of responsibility of the training manager is conditioned by the nature, type and size of the organization. In bigger organizations, like multinational organizations or diversified companies, the training manager may be responsible for a specific section of training and employee development. But in smaller companies his responsibilities may be broader and more general in nature. In the following paragraphs we shall delineate some general responsibilities associated with the position of training manager.

Planning Responsibility

In the above section we studied about the training manager’s role in planning, and it is from this role that his planning responsibilities are derived. Training manager is responsible for long term planning of employee training and development by anticipating the future training needs of the organization. For fulfilling this responsibility, the training manager keeps track of changes in organization in terms of technological change or structural change. He regularly interacts with the line managers and supervisors to keep track of developments at the floor level. He tracks external trends which might have an impact on the organisation’s future training needs. The training manager is responsible for preparing the mission statements and identifying key result areas for his department. While doing this he is careful to link training objectives with long and short term goals of the organization. Apart from long term plans, he is also responsible for preparing the operational plans for immediate training and development programmes. Operational plans are required for scheduling the training activity in terms of time scale and non- financial resources. The operational plans will:

- set out timescale for every stage of training event
- identify and schedule the resources required at all stages of training programme

For example: trainer’s time, accommodation, training material, delegate’s time, etc. Training manager’s responsibility does not end with planning the training activity. He also has to ensure its successful implementation. He is completely responsible for the training activity right from preparing the training plan to training evaluation.

One of the significant responsibilities of training manager is to develop an employee resource plan. Every organization, whatever may be its size, prepares an employee resource plan. As part of the plan the training manager works out the kind, the number and level of staff currently required to meet the organisation’s

immediate objective. Using the current human resource level as a baseline data, the training manager identifies the likely human resource needs in future in the light of organization's predicted needs for training and development.

With regard to employee development, the training manager must fully understand the rationale of roles in the organization, so as to plan how those roles may be developed as employees expertise in them grows.

NOTES

Coordination Responsibility

Coordination involves the training manager's efforts to establish working cooperation among his staff so as to make a combined effort to achieve results in key areas. As an organizer the training manager divides and delegates work and as a coordinator he is responsible for coordinating the work of his training and non-training support staff. We earlier saw that the training manager selects trainers, both internal and external. The responsibility does not end with selection, as he has to coordinate the training sessions of both the internal and external trainers. He coordinates the learning content also in case the training topic is being shared by two trainers. In case of on the job training, the training manager coordinates with the line manager so as to enable the senior worker's availability for training session. With regard to training content design, the training manager coordinates the activities of the design team and supervises the production of contents and training support materials. To conclude, we can say that it is the responsibility of the training manager to coordinate and manage the entire training activity undertaken by his department.

Budgetary Responsibility

Budget is the key to training department's functioning and budgetary responsibility is one of the key responsibilities of the training manger. He is responsible for preparing the training budget, implementing the budget and spending from the allocated sum. Training manager is responsible for preparing the budget and submitting it to the finance department by the deadline. Training budget lists those resources required to provide training. Most training budgets include the cost/benefit analysis for training. Training manager performs the cost/benefit analysis by estimating the costs and the costs include:

- Trainer salaries
- Consulting fees of external experts
- Classroom space and materials
- Staff salaries
- Office space of training staff

After estimating the cost the training manager lists the benefits that will accrue due to training. Benefits can be:

- Improved efficiency
- Improved quality

NOTES

- Increased customer satisfaction
- Improved employee morale
- Lower employee turnover

Once the training budget is approved, it is the responsibility of the training manager to keep the training programmes within the sanctioned limit. Finally it is his duty to prepare an expenditure incurred report for the year and present it to the senior management. Since the training manager is integral to training budget preparation, he is made responsible for budgetary indiscretions also.

Training Evaluation Responsibility

Training manager must be the moving force in the evaluation of training for which he has a responsibility. He is accountable for every step, as well as for the entire training process. It is the training manager who has to make sure that training objectives are met successfully. He is responsible for evaluation practices related to the training programme. Following are his evaluation responsibilities:

- Conducting formative evaluation
- Conducting summative evaluation
- Providing regular trainer feedback to the trainees
- Assessing trainer performance
- Compiling the evaluation results for presenting it to the senior management
- Obtaining feedback from participants and analyzing them.
- Documenting the training outcome

Other Responsibilities

Besides the above listed responsibilities, the training manager shoulders other miscellaneous responsibilities which are related to training and development.

Training manager:

- Ensures appropriate transfer of learning from training to job site.
- Maintains regular communication with the senior management to apprise them of the ongoing training programmes.
- Is responsible for conducting induction training for fresh recruits and refresher courses for those already working in the organizations.
- Helps line managers and trainers solve specific training problems, either on one to one basis or in groups.
- Is responsible for complying with statutory training requirements.
- Is responsible for devising individual learning plans for trainees.
- Supervises the production of training materials for in house courses. This could be preparatory in nature, prior to the training programmes, or those to be used during training.

Check Your Progress

1. What are mission statements?
2. List one key responsibility of the training manager.

NOTES

5.3 CHALLENGES OF TRAINING MANAGERS

In this section we shall be discussing the most significant aspect of this unit: challenges before the training manager. We shall be outlining the challenges in the context of contemporary developments in knowledge, technology and organization. The aforementioned developments have serious implications for training and development and it is time the training managers seriously considered the challenges posed by knowledge and technology. As we move into the twenty-first century, we find that organizations are increasingly operating in an environment which is driven by knowledge and technology. The dynamic external environment and rapid pace of change has made organizations turn to innovative approaches for maximizing organizational performance. People or workers are increasingly considered as the vital component in organizational capability; hence appropriate employee development has assumed more importance than ever before. The responsibility for employee development lies with the training department and the training manager shoulders most of the responsibility. In the changing circumstances, the role of the training manager is also evolving and, as it evolves, new challenges will also open up for them.

Training and Learning

As the organizations evolve to keep pace with the changing external environment, a shift is becoming increasingly evident in the field of training. The shift is from traditional training to learning. The traditional instructor led content based training is increasingly giving way to learning which is self-directed and work-based process. The whole approach to training is undergoing a paradigm shift. If training is learning, then learning lies in the domain of the learner and not in the domain of the instructor, as earlier approaches believed. Only learners can learn and one cannot make them learn by making them sit in the training room. With this shift in focus towards learner, the training perspective has changed. Consequent to this change in perspective, the training managers also have to widen their training context to include learners in their scheme of things.

The training manager has to understand that unlike traditional training, learning is an ongoing activity and not a sequential process. In the changed scenario, the training manager has to plan learning and not training. The training manager cannot focus on training as a series of planned activities which can train employees in a certain time frame. He now has to consider the learning needs, delivery and effectiveness while planning a training programme. In short, the role of a training

manger has become wider as a consequence of the shift in focus from training to learning.

Decentralization of Training

NOTES

Traditionally training was centralized in the HRD or Personnel Department, but with increased automation of production process the organizations have started reorganizing their training process. Organizations have started decentralizing the training process by increasing the involvement of line managers in training process. Earlier, line managers' involvement in training process was limited to contributing to needs analysis and making request for training to the training department. But now organizations are increasingly using the services of line managers to plan and deliver training along with the central training department. Now-a-days in most organizations, training programmes are developed and jointly run by the line managers and the training department.

This shift from centralized training to decentralized training has created a tricky situation for the training manager. Earlier, the training manager conceived, implemented and monitored the training single-handedly, but now he has to share the responsibility with the line managers. Some training managers perceive decentralization as an encroachment into their traditional territory and resent the loss of training control. However, the training managers have to compromise with the changing reality and adjust by learning to share the training responsibility in a decentralized set up. The challenge lies in adjusting and contributing to employee training and development in an altered scenario.

Rapid Knowledge Obsolescence

One of the functions of the training manager is to anticipate the future needs and prepare long term training plans. Anticipating future needs is a challenge for a training manger because anticipating something as unpredictable as knowledge and technology is next to impossible. Knowledge is doubling every seven to ten years. This rapid growth in knowledge has serious implications for training. Knowledge and skills are getting obsolete at a faster pace than earlier. Rapid knowledge obsolescence has created new challenges for the training managers in the form of devising training plans which will have longevity in terms of skill and knowledge.

Cost Centre or Profit Centre

A challenging issue facing most training managers is whether to position training operation within the organization as a cost centre or a profit centre. As we had mentioned earlier, training is a support function and it does not contribute directly to the revenues of the organization. Hence training is generally positioned as a cost centre to which other operations of the organization contribute funding. Since it is perceived as a cost by organizations, it is a kind of a challenge for the training

manager to get the training budget approved by the finance department. In present recessionary circumstances, when organizations indulge in cost cutting, it is very difficult to find funds for training. In situations like this, the training manager can attempt to position it as a profit centre. Training centre may be organized as a set of projects, each with a target margin figure, or structured as a mini-company within the organization with its own profit and loss statements and other standard financial controls. Most training managers will find the idea of running the training operation as a profit centre challenging; hence they find an easy way out by continuing the operations as a cost centre. But running operations as a cost centre implies that, for expenses, the training manager depends on organizational support. In fact, if the operations are run as cost centre, the training manager has to justify his expenditure. On the other hand, if the centre contributes direct profit to the company as a profit centre, training will be seen as a valued function. To do this, however, training managers must become involved with systems and processes throughout the company—customer service and product development, planning and control processes, recruitment and retention, and support systems like marketing, research and development, and financial systems. Running the training operations as a profit or a cost centre depends entirely on the enterprise and ability of the training manager.

NOTES

Make or Buy

The fundamental course development issue facing most training managers is whether to prepare the training content and training aids in house, using the training and development department staff, or use external consultants or vendors. This issue has great implications for training budget and staffing decisions. Training manager has to consider this issue very carefully because hiring external trainers can be interpreted as lack of expertise among the in-house trainers. Bringing in external trainers can cause resentment among the in-house trainers, thereby causing serious conflict issues among training staff. The training manager also has to consider the cost factor of hiring external trainers or buying it from the vendor. Most importantly, it is the quality of the training content, that will be delivered by the consultant or vendor, which has to be considered by the training manager. Hence, making a choice between in house trainers and external consultants is a tightrope walk for the training manager.

Quality

How to manage quality in the training operation is a critical issue, facing every training manager. The issue becomes more serious if the training manager chooses to rely on external trainers and vendors for training and content support.

It is always easier to develop training contents and support materials in-house but that depends on the quality of the instructional designers the training manager has at his disposal. Apart from design and standards, the training manager

NOTES

has to resolve larger quality issues that influence whether training is viewed as an employment opportunity or as a requirement of employment tied to performance reviews and pay considerations. Producing quality products such as manuals, job aids, videos, and slides is one part of the challenge for the training manager. The other part of the challenge is producing quality processes in training that are creative, focused, and on schedule, and instructional processes that feature facilitative, well-informed and skilled trainers.

Technology

With technology increasingly making its presence felt in training rooms, the training managers are constantly faced with the decision of how much technology to use and what technology to use. The issue is quite difficult as too much technology can intimidate trainees and too little can inhibit effective learning. The training manager has to decide the level of computerization, the degree of human involvement in case of virtual technology, and select the appropriate courses for electronic delivery. The challenge is to create a right mix of technology, human element and print support for effective training.

In the context of the current organizational developments these, in brief, are some of the challenges faced by the training managers. What we have listed are the broad challenges which confront training managers in today's world. We have purposefully avoided listing the conventional challenges such as completion of training on schedule, making training effective, etc., because they are quite implicit in the role itself. The aim here was to make the students aware of the challenges faced by training managers in the rapidly changing corporate environment.

5.4 SELECTION OF TRAINERS: INTERNAL AND EXTERNAL

Let us now discuss internal training and external training,

Internal Training

Internal training is imparted by experienced staff from within the organization. The training process involves use of the actual equipment, tools, processes, documents, etc in the actual working environment. Key staff from the relevant departments provide the training.

The advantages of this type of training and use of in-house trainers include the following:

- (i) Existing resources are used, so it is inexpensive
- (ii) Focus is on the needs of the organization

- (iii) Team spirit is developed as the trainer and trainee belong to the same organization
- (iv) The trainee also gets an opportunity to contribute to the work
- (v) No travelling is involved or required
- (vi) The right time for training can be decided upon
- (vii) Immediate feedback can be given on-the-spot
- (viii) The trainee can put his knowledge/skills to use almost immediately

NOTES

External Training

This type of training requires the employee or new recruit to move out of the working environment to learn additional skills or acquire knowledge. The trainees could be sent to attend seminars, conferences or lectures at other organizations or locations. Such sessions include lectures, demos, simulations, role-plays, etc.

The advantages of external training using external trainers are as follows:

- (i) Specialists can be invited to impart training
- (ii) A big group can be trained at one go
- (iii) There is little chance of the trainees getting distracted or stressed out
- (iv) Even topics/activities that the firm cannot afford to deal with in-house can be introduced/covered.

External training and trainers also have their disadvantages.

- (i) The training may not have a direct link with the job at hand
- (ii) The trainees may not always understand the purpose
- (iii) Trainers may not always be aware of the conditions of recruitment and the realities associated with the work
- (iv) It is more expensive because the trainer will have to be paid and the trainees will have to be transported to another location and also accommodated there
- (v) It takes away time from work because the trainees are away from their workplaces during the training period.

5.4.1 Internal and External Recruitment

There are two main sources of recruitment from which managers may be recruited:

(1) Internal sources, i.e., recruitment from within the organization and (2) External sources, i.e., recruitment from outside the organization.

Table 5.1 Comparative Advantages and Disadvantages of Internal Sources of Recruitment

NOTES

<i>Advantages</i>	<i>Disadvantages</i>
1. The cost of recruiting internal candidates is the minimum because no expenses are incurred on advertising paying TA/DA to the candidates to attend the written test and advertisement.	1. The internal sources are limited as there may be very limited source from which the organization has to choose from. Therefore the organization may have to settle from what is available to them.
2. The organization can pick the right candidates having the requisite skills as they (the candidates are very well known to the organization and we don't have to make a decision in an interview.	2. As the source is very limited we may not be able to get the right type of candidates. The entries of talented people available from outside are discouraged. It results in inbreeding and the organization may lose out on dynamism.
3. The organization has sufficient knowledge about the candidate and hence can make good choice. There is a saying 'known devils are better than unknown angles!'	3. Promotions based on length of service rather than merit may prove fatal for the organizations. Candidates know that they need not work hard and prove their worth.
4. A policy of preferring people from within motivates them to work hard and earn promotions. It provides career progression for the employees.	4. Recruitment from within may lead to infighting among employees aspiring for limited higher-level positions in an organization.
5. Internal recruiting offers regular promotional avenues for the employees. They will be more loyal and committed to the organization and will work with enthusiasm.	5. There is a possibility of favouritism practiced by higher level officers who may select candidates for higher level positions not based on merit but because of personal consideration.

1. Internal Sources

It is better to look for the candidate first within the company by examining the list of personnel for jobs being considered. Sometimes suitable candidates can be found within the organization itself. Recruitment from within the organization should be encouraged as a method of recruitment because it contributes to building up good morale among workers. Existing employees should be given an opportunity to switch over to another job which they consider more congenial. A planned promotion policy will take care in many vacancies in the higher grade. Many progressive organizations of India follow this practice and whenever a vacancy arises it is filled by promoting a suitable employee from the lower cadre.

Promotion from within has several advantages, such as the following:

- (a) It builds up morale.
- (b) It encourages efficient people who have ambition.

- (c) It is less costly than outside recruitment.
- (d) It improves the probability of a good selection, since information on the individual's performance is readily available.

The policy of preferring internal candidates, however, suffers from some disadvantages. It may lead to inbreeding, discouraging new blood from entering an organization. If promotion is based on seniority, the really capable hands may be left out.

NOTES

2. External Sources

Table 5.2 Comparative Advantages and Disadvantages of External Sources of Recruitment

<i>Advantages</i>	<i>Disadvantages</i>
1. The organization has the freedom to select candidates from a large pool. Thus the choice is larger and persons with requisite qualifications could be picked up. There will be no compromise on quality.	1. The cost of hiring could go up substantially as advertisements have to be put in the media and candidates paid TA/DA to attend the interview.
2. External sources of recruitment could help in injection of fresh blood. Thus, external sources of recruitment discourage inbreeding and help organizations to select people with special skills and knowledge.	2. External sources of recruitment is very time consuming process. It takes time to advertise, screen, test and select suitable employees. If suitable ones are not available the process has to be repeated after some time which again results in delay in filling up vacancies.
3. It encourages in motivating internal employees to work hard and compete with external candidates while seeking career growth. Such a competitive atmosphere would help an employee to work to the best of his abilities.	3. Existing employees who have put in considerable service in the organization may feel they are not suitably rewarded. They may feel unmotivated and will work with less enthusiasm.
4. There are long term benefits in external sources of recruitment. Talented people could join the organization with new ideas and this would compel internal people to give their best to the organization in a competitive atmosphere.	4. Though external sources have a wide choice there is no guarantee that the organization will hire suitable candidates. It might end up hiring someone who does not fit into the organization culture.

Check Your Progress

- 3. How have organizations started decentralizing the training process?
- 4. What are the two main sources of recruitment?
- 5. What is the fundamental course development issue facing most training managers?

5.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

NOTES

1. Mission statements are broad outlines of what the department or the organization wants to achieve in the plan period. These statements provide direction to the activities of the department or the organization.
2. Budget is the key to training department's functioning and budgetary responsibility is one of the key responsibilities of the training manger.
3. Organizations have started decentralizing the training process by increasing the involvement of line managers in training process.
4. There are two main sources of recruitment from which training managers may be recruited: (1) Internal sources, i.e., recruitment from within the organization and (2) External sources, i.e., recruitment from outside the organization.
5. The fundamental course development issue facing most training managers is whether to prepare the training content and training aids in house, using the training and development department staff, or use external consultants or vendors.

5.6 SUMMARY

- Gilley and Egglan defined the role as 'focused on the administration and management of the learning system within the organization through the planning, staffing, organizing, controlling and marketing of human resource development department.'
- The duties of training managers can also be said to his or her role within an organization. The word 'role' refers to an individual's expected function and it emphasizes on the part that the individual plays or the particular way in which an individual interacts with others.
- Planning is an activity that is conspicuously present at every level in an organization. Organizations have plans which are both long term and short term and aligned with the organizational plan are plans of every department, including the training department.
- After the plans are put in place, the training manager organizes the resources and staff to implement the plan.
- The staffing role of a training manager refers to the part he plays in selecting appropriate trainers for implementing the training plan.
- The budget process is critical to the functioning of the training department. From organizational budgetary point of view, training is perceived as a support

function because it does make any direct contribution to the revenues of the organization.

- Due to the critical role played by the training manager in the entire training process, some management experts consider him to be the ‘owner’ of the training process.
- The training manager’s role in planning the training and staffing his department clearly implies that he has a role in training evaluation also.
- As the organizations evolve to keep pace with the changing external environment, a shift is becoming increasingly evident in the field of training. The shift is from traditional training to learning.
- Traditionally training was centralized in the HRD or Personnel Department, but with increased automation of production process the organizations have started reorganizing their training process.
- Internal training is imparted by experienced staff from within the organization. The training process involves use of the actual equipment, tools, processes, documents, etc in the actual working environment.
- There are two main sources of recruitment from which managers may be recruited: (1) Internal sources, i.e., recruitment from within the organization and (2) External sources, i.e., recruitment from outside the organization.

NOTES

5.7 KEY WORDS

- **Staffing:** It is the process of hiring suitable candidates according to their knowledge and skills in an organization.
- **Budgeting:** It is the process of preparing detailed financial statements that cover a given time period in the future.
- **Motivating:** It is *defined* as the reasons why you are doing something, or the level of desire you have to do something.
- **Paradigm Shift:** It is a fundamental change in approach or underlying assumptions.

5.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. The role of training manager comes with the office and not with the individual. Do you agree?
2. Do you agree that training manager’s budgetary responsibility stems from his role in budgetary process?

NOTES

3. Why is it a challenge to run training operation as a profit centre?
4. Do you think that training manager's responsibilities comes from his role in the training process?
5. Discuss the internal sources of recruitment.

Long Answer Question

1. Training manager aligns his departmental objectives with the organizational goals. Comment.
2. 'Training manager is the owner of the training process.' Comment.
3. Why is it that the training manager is accountable for every step as well as the entire training process?
4. Explain the planning responsibility of the training manager.
5. Explain the recent paradigm shift in training approach and outline its impact on the role of training manager.
6. What are the issues which will confront the training manager in case he gets an external trainer?

5.9 FURTHER READINGS

- Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.
- Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.
- Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.
- Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.
- Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

UNIT 6 EMPLOYEES TRAINING

Structure

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Meaning and Need of Employees Training
 - 6.2.1 Importance and Implications
 - 6.2.2 Features
 - 6.2.3 Functions of Employment Training
- 6.3 Organizational Climate for Training and Development
- 6.4 Answers to Check Your Progress Questions
- 6.5 Summary
- 6.6 Key Words
- 6.7 Self Assessment Questions and Exercises
- 6.8 Further Readings

NOTES

6.0 INTRODUCTION

In the previous unit, you learnt about the roles and responsibilities of training managers. Here, we will begin our discussion on employee training. Employees training are essentially programs that are designed to increase the technical skills, knowledge, efficiency, and value creation of employees to do any specific job in a much better way. We will begin by discussing the meaning, nature and need of employees training. Then the discussion will turn towards implications, functions and features of employee training. The final section of the unit will discuss organizational climate for training and development.

6.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the meaning and importance of employees training
- Examine the implications of training to the employee and to the organization
- Explain the features and functions of employee training
- Describe key aspects of the training session in an organization

6.2 MEANING AND NEED OF EMPLOYEES TRAINING

To improve the effectiveness of every organization they need to have well-trained and experienced people to perform the activities that have to be done. If the current or potential job occupant can meet this requirement, training is not

NOTES

important. But when this is not the case, it is necessary to raise the skill levels and increase the versatility and adaptability of employees. Inadequate job performance or a decline in productivity or changes result in job redesigning or a technological break; which require some type of training and development efforts. As the jobs become more complex, the importance of employee development also increases. In a rapidly changing society, employee training and development is not only an activity that is desirable but also an activity that an organization must commit resources to if it is to maintain a viable and knowledgeable workforce.

6.2.1 Importance and Implications

Training is the cornerstone of sound management, for it makes employees more effective and productive. It is actively and intimately connected with all the personnel or managerial activities. It is an integral part of the whole management programme, with all its many activities functionally interrelated.

Training is a practical and vital necessity because, apart from the other advantages mentioned above, it enables employees to develop and rise within the organization, and increase their 'market value', earning power and job security. It enables the management to resolve sources of friction arising from parochialism, to bring home to the employees the fact that the management is not divisible. It moulds the employees' attitudes and helps them to achieve better coordination with the company and a greater loyalty to it. The management is benefited in the sense that higher standards of quality are achieved; a satisfactory organizational structure is built up; authority can be delegated and stimulus for progress applied to employees. Training, moreover, heightens the morale of the employees, for it helps in reducing dissatisfaction, complaints, grievances and absenteeism, and the rate of turnover. Further, trained employees make better and economical use of materials and equipment; therefore, wastage and spoilage are lessened, and the need for constant supervision is reduced.

The importance of training has been expressed in the following words:

'Training is a widely accepted problem-solving device. Indeed, our national superiority in manpower productivity can be attributed in no small measure to the success of our educational and industrial training programmes. This success has been achieved by a tendency in many quarters to regard training as a panacea.'

Responsibility for Training

Training is the responsibility of four main groups:

- (i) The top management, which frames the training policy
- (ii) The personnel department, which plans, establishes and evaluates instructional programmes
- (iii) Supervisors, who implement and apply developmental procedure
- (iv) Employees, who provide feedback, revision and suggestions for corporate educational endeavours

Creation of a Desire for Training

The employees can be persuaded to be interested in training programmes in one of the following three ways:

1. They will respond to programmes involving changed behaviour if they believe that the resulting modification in the behaviour is in their own interest, that is, they will receive personal benefits as a result of their new behaviour.
2. Trainees will change their behaviour if they become aware of better ways of performing (more productive or otherwise more satisfactory ways) and gain experience in the new pattern of behaviour so that it becomes their normal manner of operation.
3. A trainee may change his behaviour in compliance with the forced demands of his superiors or others with more power than the trainee possesses.

NOTES

Implications of Training

(a) Implications to Organizations

A programme of training becomes essential for the purpose of meeting specific problems of a particular organization arising out of the introduction of new lines of production, changes in design, demands of competition, and so on. The major implications of training to an organization are as follows:

- (i) **Higher productivity:** Training can help employees to increase their level of performance on their present assignment. It enhances skills. Increased performance and productivity are most evident on the part of new employees who are not yet fully aware of the most efficient and effective ways of performing their jobs. Enhanced skill usually helps to increase both quantity and quality of output.
- (ii) **Better organizational climate:** An endless chain of positive reactions results from a well-planned training programme. Increased morale, less supervisory pressures, improved product quality, increased financial incentives, internal promotions, and so on, result in better organizational climate.
- (iii) **Less supervision:** Training does not eliminate the need for supervision; it reduces the need for constant supervision.
- (iv) **Prevents manpower obsolescence:** Manpower obsolescence is prevented by training, as it fosters the initiative and creativity of employees. An employee is able to adapt himself to technological changes.
- (v) **Economical operations:** Trained personnel will make economical use of materials and equipment. This reduces wastage in materials and damage to machinery and equipment.
- (vi) **Prevents industrial accidents:** Proper training can help to prevent industrial accidents.

NOTES

- (vii) **Improves quality:** Trained employees are less likely to make operational mistakes thereby increasing the quality of the company's products.
- (viii) **Greater loyalty:** A common objective of training programme will mould employees' attitudes to achieve support for organizational activities and to obtain better cooperation and greater loyalty. Thus, training helps in building an efficient and loyal workforce.
- (ix) **To fulfil organization's future personnel needs:** When the need arises, organizational vacancies can be staffed from internal sources, if an organization initiates and maintains an adequate training programme.
- (x) **Standardization of procedures:** Trained employees will work intelligently and make fewer mistakes when they possess the required know-how and understand their jobs.

(b) Implications to Employees

- (i) **Personal growth:** Employees on a personal basis gain individually from training. They secure wider awareness, enlarged skill and enhanced personal growth.
- (ii) **Development of new skills:** Training improves the performance of the employees and makes them more useful and productive. The skill developed through training serves as a valuable personal asset to the employee. It remains permanently with the employee.
- (iii) **Higher earning capacity:** By imparting skills, training facilitates higher remuneration and other monetary benefits to the employee. Thus, training helps each employee to utilize and develop his full potential.
- (iv) **Helps adjust with changing technology:** Old employees need refresher training to enable them to keep abreast of the changing methods, techniques and use of sophisticated tools and equipment.
- (v) **Increased safety:** Proper training can help prevent industrial accidents. Trained workers handle the machines safely. Thus, they are less prone to industrial accidents. A safe work environment also leads to a more stable mental attitude on the part of the employees.
- (vi) **Confidence:** Training creates a feeling of confidence in the minds of employees. It gives safety and security to them in the organization.

6.2.2 Features

Since training is a continuous process and not a one-shot affair, and since it consumes time and entails much expenditure, it is necessary that a training programme or policy be prepared with great thought and care, for it should serve the purposes of the establishment as well as the needs of employees.

A successful training programme presumes that sufficient care has been taken to discover areas in which it is needed most and to create the necessary

environment for its conduct. The selected trainer should be one who clearly understands his job, has professional expertise, has an aptitude and ability for teaching, possesses a pleasing personality and a capacity for leadership, is well-versed in the principles and methods of training, and is able to appreciate the value of training in relation to an enterprise.

Certain general principles need be considered while organizing a training programme. For example:

1. Trainees in work organizations tend to be most responsive to training programmes when they feel the need to learn, i.e., the trainee will be more eager to learn training if training promises answers to problems or needs he has as an employee. The individual who perceives training as the solution to problems will be more willing to enter into a training programme than the individual who is satisfied with his present performance abilities.
2. Learning is more effective where there is reinforcement in the form of rewards and punishments, i.e., individuals do things that give pleasure and avoid things that give pain. In other words, after an action, if satisfaction is received, the action will be repeated. If no satisfaction is received, the action will not be repeated.
3. In the long run, awards tend to be more effective for changing behaviour and increasing one's learning than punishments.
4. Rewards for the application of learned behaviour are most useful when they quickly follow the desired performance.
5. The larger the reward for good performance following the implementation of learned behaviour, the greater will be the reinforcement of the new behaviour.
6. Negative reinforcement, through application of penalties and heavy criticism following inadequate performance, may have a disruptive effect on the learning experience of the trainee than positive reinforcement.
7. Training that requests the trainee to make changes in his values, attitudes and social beliefs usually achieves better results if the trainee is encouraged to participate, discuss and discover new and desirable behaviour norms.
8. The trainee should be provided with feedback on the progress he is making in utilizing the training he has received. As *Miller* has stated, 'If a person with the required abilities is to improve his performance, he must (i) know what aspect of his performance is not up to par; (ii) know precisely what corrective actions he must take to improve his performance.' Feedback should be fast and frequent, especially for the lower level jobs which are often routine and quickly completed.
9. The development of new behaviour norms and skills is facilitated through practice and repetition. Skills that are practised often are better learned and less easily forgotten.

NOTES

NOTES

10. The training material should be made as meaningful as possible, because if the trainee understands the general principles underlying what is being taught, he will probably understand it better than if he were just asked to memorize a series of isolated steps.

6.2.3 Functions of Employment Training

The following are the functions of employment training:

- **Orientation:** Employment training prepares the employees for new role and acclimates them to the organization.
- **Compliance:** This includes workplace violence, sexual harassment, drug and alcohol, and safety in the workplace. This training assures employees know how certain situations are handled. Policies and procedures are outlined, and the consequences are clearly spelled out.
- **Leadership:** Offering leadership training helps the workforce grow. It prepares employees for the challenges of management, and begins the succession planning process. Succession planning helps fill high-level positions by moulding current employees. It allows employees to train for certain roles, and when the time comes, they can successfully fill the vacant position.
- **Career Planning:** Training and development also deals with employee career planning. Counselling employees is an effective way to determine their career objectives, and can help them remain a part of the organization for years to come. Organizations that offer career counselling show they care about their employee's future.
- **Research:** A major part of the HR training function is research. Skill development programs are ever-changing. Conducting research should be an on-going training activity. It will assure the programs are fresh and relevant. Examining the needs of incumbent employees will better shape them for future success. This, in turn, guarantees organizational success.
- **Needs Assessment:** The training and development staff is particularly adept at conducting needs assessments. The trainers identify employee skill sets and set the kind of training employees need to meet the company workforce and staffing aims. Needs assessments are critical for businesses in their growth phase because training an existing workforce saves the money of hiring new staff at higher wages.

Check Your Progress

1. What is the cornerstone of sound management?
2. How is training important for employee safety?
3. What implication does negative reinforcement have on an employee?

6.3 ORGANIZATIONAL CLIMATE FOR TRAINING AND DEVELOPMENT

The term training climate refers to the conditions or environment in which the training event is actually conducted. At the core of a training is the learning process, in other words, every training event aims to facilitate learning. And for learning to happen, appropriate learning conditions are essential. When we speak of training climate, in terms of conditions which facilitate learning, we are not confining ourselves to the physical facilities associated with a training event. Along with physical facilities, interactions and relationships between and among trainees and trainers contribute immensely to the training climate.

According to J.B. Coopey, ‘A constructive organizational environment encouraging individuals to have a positive attitude towards learning and recognizing the need to develop learning, to overcome their own resistance to change, understand their own shortcomings as learners and to be more open to experiences and ready to learn from them.’

When we consider establishment of a training climate conducive for training and learning, we look at it from two dimensions—the institutional climate and the climate of training situation. The responsibility for establishing the institutional climate rests with the organization, while the trainer is responsible for creating an appropriate environment in the training room which impacts learning the most. It is inside the walls of the training room that the actual training event takes place and it is here that the trainers and trainees interact. It is thus imperative that the atmosphere in this room has to be conducive for learning. The creation of a training environment inside the room requires more than delivery skills on the part of the trainer. The objective for creating appropriate learning environment during the session is to reinforce learning and to create a training atmosphere which is focused on learning.

Rothwell conducted research on learning climate and identified numerous factors that contribute to creation of training and learning climate. Some of the important factors identified by Rothwell are listed below:

- **Financial resources to support training and development:** Organizations usually consider training as a support function and perceive it as a cost. Hence budgetary support for training and development is limited. According to Rothwell, financial support extended by the organization has an impact on the training climate. Reduced funding affects the effectiveness of the training and has a negative impact on employee development.
- **Realistic goals:** Training objectives must be realistic enough for trainees to attain. Unrealistic goals and expectations create apprehensions among trainees, thereby negatively affecting the whole training session. According to Rothwell, training goals should be determined at the design stage after considering the proficiency level and experience of the trainees.

NOTES

NOTES

Unrealistic expectations are prone to create a negative frame of mind among trainees, which is not conducive for learning.

- **Commitment to learning:** Organizational commitment to learning goes a long way in creating a positive institutional climate for training.
- **Time for learning:** Training is a learning activity and the trainer should give enough time to the trainees to assimilate and understand the training content. Lack of learning time reduces the trainees' interest in the event, thereby affecting the training climate.
- **Effective communication:** Rothwell pointed out that training *per se* requires effective departmental and organizational communication. For training programmes to be effective, it has to be administered and managed efficiently. And for managing training, good communication is a necessary prerequisite.
- **Planned training process:** Rothwell speaks of the importance of having a planned training process. He saw that organizations having a proper planning process were successful in creating an appropriate learning environment as compared to organizations which did not devote much time to planning training events.

Along with the above mentioned factors, Rothwell identifies others as well, which we shall not be discussing in this unit as much of it pertains to adult learning and workplace learning.

Climate in a Training Situation

The training room or training site is the scene of all training activities. It is here that final delivery of training takes place and learning outcomes are decided. The training plans and predetermined instructional strategies are implemented within the confines of the training room. It is imperative that an appropriate learning atmosphere is created by the trainer. One useful way to understand what needs to be done is to apply Maslow's hierarchy to establish training climate. Maslow explains what motivates people in the following way:

'People are motivated by the unfulfilled need that is on the lowest level of the hierarchy of needs. As each need is fulfilled, people are motivated by needs on the next level of hierarchy, and so on. The lowest level is the basic need for food, water and shelter. Once that need is filled, people look for security, then some contact with living beings. Only then are people able to focus on gaining satisfaction from their efforts. Finally, people search for self actualization, which can be described as a person knowing who he or she is and being comfortable and fully satisfied with himself or herself.'

This theory when applied to training situations and the learning climate established thereon, would logically lead to the following:

In training situations, trainees basically need a comfortable setting with sufficient light, ambient temperature, comfortable seating and food and water. After

that, it is important for the trainees to have a sense of security for knowing what to expect from training and the trainer and what is expected from them. The sense of security and assurance is also connected to knowing what the rules of behaviour would be at the training site and what norms are to be followed. The trainees need to feel secure that they will be treated with respect. Furthermore, once the security need is fulfilled, the trainee looks for affiliation and belonging, which comes from meeting new people at the training and bonding with old friends. Next in Maslow's need hierarchy is self-esteem, which the trainees find in two sources: themselves and others. This includes being recognized by fellow trainees and having ideas validated by trainers and other trainees. The trainees' self actualization lies in the excitement of learning and participating in training.

When it comes to implementing Maslow's theory in training situations, most trainers pay a lot of attention to the first two levels of hierarchy, i.e. basic needs and security. These two levels are primarily administrative areas of training and relate to physical setting of training, infrastructure, training materials and content, etc. The trainers, however, tend to neglect the higher needs which are instrumental in creating the training room climate. In the following section, we shall consider how a trainer can work at all levels of the hierarchy and create a good training and learning climate that is sustained throughout the training session. This involves a few pre-requisites that need to be fulfilled:

- Before the training event
- At the beginning of the training event
- During the training
- At the end of training

Before the training event

Efforts to create an appropriate training climate begin well before the training event when the basic need, in form of infrastructure, is planned. The training manager makes sure of the facilities while the trainer confirms the appropriateness of the room size, the lighting and temperature control. The administration takes care of the refreshments, while the trainer inspects and approves the seating plan. The physical aspect of training climate is created by the trainer with support from training administrators.

After the physical aspect, the trainer turns his attention towards the human side of the training climate. The human side of the preparation focuses on mentally preparing the trainees. This can be done by the trainer by sending each trainee a welcoming letter or a note. Such a letter will mentally orient the trainee by letting him know the focus of the event, the duration, the dress code if any, what they should bring, etc. Mentally preparing the trainee before the training event is crucial because it ensures that the trainee comes to the venue in a frame of mind which is open to instruction and learning.

NOTES

NOTES

Room layout

Room layout refers to the seating plan for the training event and the way in which the room is laid out indicates to trainees how they are expected to behave. The room layout indirectly sets the tone for the training session. Usually, the seating plan is set according to the learning goals and the training method. For instance, if the goal is largely knowledge acquisition or awareness in which presentation, independent completion of work sheets, and audio visual methods predominate, the trainer may want each table to accommodate two or three trainees, all facing the same direction. For this situation, a class room type or auditorium pattern seating arrangement would be suitable. We shall explore more about seating plans and other physical aspects of training in Unit 9 (Facilities Planning and Training Aids).

Once these physical aspects of the training environment are taken care of, the trainer can concentrate on the training session.

At the beginning of the training

Following the adage, 'The first impression is the last impression', almost all trainers consider the beginning of training event as most crucial for creating a good training climate for the entire programme. The way the trainer conducts himself at the start and the way he/she treats the trainees from the outset sets the tone for the entire learning session. It is the opening impression that the trainees retain, hence the beginning has to send appropriate signals to the trainee. In the following paragraphs, we shall consider several aspects of the beginning of training and how they affect the training climate.

Welcoming trainees

All preparations associated with the training event must be completed at the training site before the arrival of the trainees. To create a sense of security and affiliation, the trainer or his assistants should meet trainees as they arrive and introduce themselves. This small gesture creates a sense of comfort among trainees as they enter into an unknown territory.

In most training situations, the best climate is one which projects a sense of controlled informality. A sense of formality or informality is a function of many things: How people are dressed, the nature of setting, how furniture is arranged, the language the trainer uses, etc. But some training situations require formality and in that case, the element of formality should not be overdone to the extent that it intimidates the trainees at the start of the training event itself.

Trainer introduction

Trainer introduction is a vital part of a training climate as it establishes the credibility of the trainer. The focus of introduction should be on what the trainees need to hear in order to understand the trainer's teaching abilities. The introduction should

be detailed or brief to the extent that it expresses the trainer's knowledge and competency in the subject area.

Trainees' introduction

More than often the trainer, after introducing himself, will have the trainees introduce themselves to the large group. The motive behind such trainee introduction is the belief that the trainees should be able to place and know other trainees with whom they are training. However in practice, an introduction seldom seems to achieve this and sets a boring and a negative tone at the start of the training event. Hence it is advisable that the trainer avoid trainee introduction and get started with the opening activity.

Opening comments

Opening comments of the trainer sets up the class for the session, hence the trainer must be careful of his opening comments. Opening comments help the trainees to know what is going to happen and what is expected of them. It is always advisable to start the training event or a session by describing the objectives of the session, the duration of the event, the desired performance standards, etc. In case of lecture or lecture and demonstration, it is better to let the trainees know when to raise questions, because some trainers like to answer questions at the end of the session so as to maintain the momentum. The trainers must inform the trainees whether they will be provided handouts of the lecture or whether they should take notes. In fact, these are the norms which the trainer sets for the entire event, which turns out to be mutually beneficial to the trainer and the trainees.

Questions raised by trainees are basically doubts which require explanations but when a trainer asks questions, the objective is to get immediate feedback and to reinforce learning. While asking questions and expecting responses, it is important that the trainer allows the trainees to feel free to make mistakes and experiment with ideas and behaviour. Fear of punishment or a negative reaction stifles expression of ideas and converts trainees into passive disinterested participants. For a positive learning climate, it is necessary for the trainer to create an atmosphere in which trainees can express ideas without fear of being punished or negatively marked during assessments. In addition, the trainer should welcome ideas and responses and should avoid creating an impression of being 'the' ultimate expert. When learning climate is one of mutual exploration and mutual respect, significant learning is likely to occur.

Opening exercise or activity

While designing a training programme, training designers usually include an opening activity or an exercise to foster a good training climate. The opening activity or exercise is a kind of climate setting activity which prepares trainees to approach the learning objectives of the training programme. The opening activity is basically set to create a comfort level among trainees and to build trust between the trainer

NOTES

NOTES

and the trainees. Climate setting activities work at several levels, focussing on security, affiliation and trust. The feeling of security and affiliation is generated as trainees start working together, talk and get to know each other. When the activity requires trainees to use some of their own opinions or experience, it fosters esteem.

The trainer has many opportunities to establish security, affiliation, and esteem during the climate setting activities which, in turn, set the climate for the rest of the session. Usually the climate setting activity is designed into the programme, but at times the design team does not include any climate setting activity in the training programme. In such situations, the trainer should not avoid the activity and must create his own activity, because it is he who ultimately delivers the training and is responsible for the training room climate.

The best climate setting activities are small group activities or paired tasks that:

- Are directly related to the content of the training programme.
- Create an atmosphere that facilitates the learning described by the objectives of the training programme.

Following is an example of a climate setting activity. A training programme for instructional designers can have an opening activity like:

‘Recall and describe a good instructor or teacher with whom you have interacted. The teacher or instructor can be from your school days, college days or from other training experience. What were the aspects which appealed to you?’

This kind of activity for instructional design trainees is beneficial because it sets them thinking about the qualities of a good instructor and good instruction.

One important point about climate setting activity is that trainers should avoid opening with a game or activity which combines elements of fun and learning. Lot of trainers use games, thinking that it will get trainees working together and will foster bonding among trainees. But such an activity at the start of training event may dilute the seriousness with which the trainees approach the training and some may even find the activity to be a waste of training time. Besides, games being inherently competitive may create a competitive learning atmosphere instead of a healthy learning climate. The opening activity should be something that eases the trainees into learning rather than pushing them into it.

Another practice that trainers follow for climate setting activity is to group trainees with others they are least acquainted with. This practice offers the following advantages:

- Exposes the trainees to new ideas from new people
- Helps trainees to avoid habitual behaviour that might delay or interfere with learning. For example: if known people are paired they might joke around, thereby lose focus on learning
- Keeps trainees from accomplishing tasks in a casual manner

- Helps trainees meet other people with whom they may want to work in future or develop a support system
- Decreases the potential for competition among those who work together.

During the training

During the training session, the trainer should focus on reinforcing learning and building a learning climate that is focused on learning. This is a vital stage in the training session because this is the time when actual learning content is presented and discussed. During the training session, the trainer must realize that it is his attitude (towards learning and trainees), his language and behaviour that affects the training climate.

Attitude

A good learning climate is fostered by the trainer's respect for learning and its value to the trainees. Small gestures like reviewing the learning points or giving a preview of following session before a break, reflects the trainers attitude towards learning. Reviewing points is reinforcing learning while previewing is letting trainees know what to expect after the break. The trainer should model the main characteristics of the climate, if he wants trainees to follow the norms established at the start. For instance, if the trainer tells trainees that they may refill their coffee cups without waiting for a break and then if the trainer does so at a convenient time, a climate of trust and psychological comfort is fostered.

But the learning climate is negatively affected when the trainer over-emphasizes the schedule or the amount of material to be covered. The training programme schedule is important, but it should not be allowed to control the trainer's momentum and the trainees' learning speed. Sometimes the trainer skips or shortens training activities to stay on schedule which results in confusion and a feeling among trainees that there was not much substance to the training.

A climate of mutual respect

Training as an activity is characterized by interaction between the trainer and trainees and most learning happens as a result of that interaction. For effective interaction, it is necessary that the trainer creates an atmosphere of mutual respect. Only in an atmosphere where trainees feel respected, will they be more open to learning. It is essential for the trainer to respect all trainees and it should be evident in his actions. The trainer should avoid embarrassing a trainee by directing questions at him frequently and should avoid singling out individuals during the session. If the trainees are talked down or denigrated during a session, their entire focus gets diverted from learning activity to dealing with these feelings. The trainer cannot afford to embarrass and offend trainees by not acknowledging them as individuals because this affects the whole training room atmosphere. Respect is conditional, hence only if the trainer acknowledges a trainee's individuality will he/she be respected in

NOTES

return. Only in conditions of mutual respect, the trainees will seriously attempt learning by following the directions of the trainer during the session and after it.

A climate of collaboration rather than competition

NOTES

Group situations are usually characterized by an element of collaboration and competition. In a training situation, collaboration can be positive, but unhealthy competition can vitiate the training atmosphere. It is the trainer's responsibility to control or influence the level of rivalry between trainees. Competition should be controlled in a training situation because some sort of healthy competition among trainees is beneficial for motivating learning. But the trainer should exercise caution when promoting competition among trainees, because it can soon transform into rivalry. Rivalry among trainees in a training situation is not only detrimental for the current training session but can also affect the trainees' attitude towards subsequent training sessions. More than the competition, the trainer will do well to introduce a spirit of collaboration and cooperation among trainees. By introducing collaborative activities, the trainer can promote team building among trainees which can act as a catalyst for learning.

Body language

The body language of the trainer also sets the tone for the training sessions. Trainers use gestures consciously or unconsciously during verbal presentations and these gestures are signals which can transmit negative messages to trainees. For instance, tightly folded arms or pointing fingers can be interpreted by trainees as unfriendly gestures. It is advisable for the trainer to mind his body language as it is an important unspoken signal which can either make or break the training climate.

Conduct

Conduct refers to trainer's conduct during the training session. General conduct of the trainer goes a long way in establishing the right training climate. For promoting and establishing a healthy training room atmosphere, the trainer:

- Must respect a trainee's individuality
- Trainer should be open to ideas and different perspectives
- Should demonstrate concern for the trainees' learning
- Should support and acknowledge trainees' comments and responses

Speak their language

The choice of words for communicating training content and for interacting with trainees plays a very important role in creating the training atmosphere. The trainer must be aware of the words he or she uses and of the tone of interaction with trainees during the session. The trainer's language during the training session can either be controlling or facilitating. It is difficult to describe the difference between controlling and facilitating language, but the critical factor is not necessarily the words used but the way in which they are said and the assumptions they

communicate. Making trainees learn in a training situation is a very subtle process and the subtlety is most evident in the use of language of the trainer. Speaking of language, it is important that the trainer's language and tone should be more facilitating than controlling, but there are situations in which the trainer's tone has to reflect authority and control. In practice, both kinds of language have their place in training situations, but their use has to be appropriate. While communicating training content, the trainer should use his/her own words because the trainees have come to listen to his presentation and not for a textbook reading session. Using too many textbook words and terms may put a question mark on the credibility of the trainer. Besides the trainer's language, the trainees' language also contributes to the climate. Inappropriate language on part of trainees also can spoil the learning climate. In fact, the trainer should lay down rules as to what sort of language is acceptable during training session. Finally, both the trainer and trainees must mind their language and tone, which goes a long way in creating an atmosphere fit for learning.

NOTES

Promote concentration

The trainer should control the physical learning environment to the extent that he/she can help the learner focus on the task at hand. Control includes things like minimizing distractions and external interruptions. The trainer should vary the stimuli and pacing of the content and activities to help learners focus on learning.

Tap into group dynamics when possible

During the training session, the trainer must tap into group dynamics for creating a more cooperative and collaborative training climate. A number of trainees with common interests who work together learn faster than the same trainees working alone. Trainees must often work in teams when they get back to the job, and encouraging this structure during training may have the added benefit of building bonds and interpersonal relations.

Presentation

Presentation is the communication of training content. The emphasis is on the learning that results from it. The trainer should focus on what is learned rather than on what is taught. When making presentations, it is important for the trainer to make and keep contact with trainees as much as possible, both physically and psychologically. It is the responsibility of the trainer to create a learning climate which makes trainees learn and feel comfortable about learning.

Ending

The end of training does not mean the end of a trainer's efforts to maintain the learning climate. At this point, the trainer sets the tone for transfer of learning from the training room to the job site. The trainer should outline ways and means by which learning can be effectively used for task performance at the job site.

NOTES

Check Your Progress

4. What is training climate?
5. What reflects the trainer's attitude towards learning?
6. Why is there a need for the trainer to tap into group dynamics?

6.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Training is the cornerstone of sound management, for it makes employees more effective and productive.
2. Training is important for employee training as proper training can help prevent industrial accidents. Trained workers handle the machines safely. Thus, they are less prone to industrial accidents. A safe work environment also leads to a more stable mental attitude on the part of the employees.
3. Negative reinforcement, through application of penalties and heavy criticism following inadequate performance, may have a disruptive effect on the learning experience of the trainee than positive reinforcement.
4. The term training climate refers to the conditions or environment in which the training event is actually conducted.
5. Small gestures like reviewing the learning points or giving a preview of following session before a break, reflects the trainers attitude towards learning.
6. During the training session, the trainer must tap into group dynamics for creating a more cooperative and collaborative training climate.

6.5 SUMMARY

- To improve the effectiveness of every organization they need to have well-trained and experienced people to perform the activities that have to be done.
- Training is the cornerstone of sound management, for it makes employees more effective and productive. It is actively and intimately connected with all the personnel or managerial activities. It is an integral part of the whole management programme, with all its many activities functionally interrelated.
- Training is a widely accepted problem-solving device. Indeed, our national superiority in manpower productivity can be attributed in no small measure to the success of our educational and industrial training programmes. This success has been achieved by a tendency in many quarters to regard training as a panacea

- Training is a widely accepted problem-solving device. Indeed, our national superiority in manpower productivity can be attributed in no small measure to the success of our educational and industrial training programmes. This success has been achieved by a tendency in many quarters to regard training as a panacea.
- A programme of training becomes essential for the purpose of meeting specific problems of a particular organization arising out of the introduction of new lines of production, changes in design, demands of competition, and so on.
- Since training is a continuous process and not a one-shot affair, and since it consumes time and entails much expenditure, it is necessary that a training programme or policy be prepared with great thought and care, for it should serve the purposes of the establishment as well as the needs of employees.
- The term training climate refers to the conditions or environment in which the training event is actually conducted. At the core of a training is the learning process, in other words, every training event aims to facilitate learning.
- A constructive organizational environment encouraging individuals to have a positive attitude towards learning and recognizing the need to develop learning, to overcome their own resistance to change, understand their own shortcomings as learners and to be more open to experiences and ready to learn from them.
- In training situations, trainees basically need a comfortable setting with sufficient light, ambient temperature, comfortable seating and food and water.
- During the training session, the trainer should focus on reinforcing learning and building a learning climate that is focused on learning. This is a vital stage in the training session because this is the time when actual learning content is presented and discussed.
- The choice of words for communicating training content and for interacting with trainees plays a very important role in creating the training atmosphere. The trainer must be aware of the words he or she uses and of the tone of interaction with trainees during the session.
- The trainer should control the physical learning environment to the extent that he/she can help the learner focus on the task at hand.
- The end of training does not mean the end of a trainer's efforts to maintain the learning climate. At this point, the trainer sets the tone for transfer of learning from the training room to the job site.

NOTES

6.6 KEY WORDS

- **Orientation:** It means familiarization with something.
- **Career Planning:** It is the combination of structured planning and the active management choice of one's own professional career.

NOTES

- **Group Dynamics:** It is the study or use of the processes involved when people in a group interact.
- **Body Language:** It is the conscious and unconscious movements and postures by which attitudes and feelings are communicated.

6.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is the importance of training?
2. How can employees be persuaded to be interested in training programmes?
3. Discuss the functions of employment training.
4. What should be the conduct of the trainer during the training session?

Long Answer Questions

1. Examine the implications of training to the employees and to the organization.
2. Describe the essential principles of a training programme.
3. Discuss the factors responsible for the creation of training and learning climate in an organization.
4. Examine some of the key aspects of the training session in detail.

6.8 FURTHER READINGS

- Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.
- Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.
- Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.
- Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.
- Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

UNIT 7 AREAS AND METHODS OF TRAINING

NOTES

Structure

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Areas of Training: Knowledge, Skill and Attitude
- 7.3 Methods of Training
 - 7.3.1 On the Job Training
 - 7.3.2 Off the job Training
- 7.4 Answers to Check Your Progress Questions
- 7.5 Summary
- 7.6 Key Words
- 7.7 Self Assessment Questions and Exercises
- 7.8 Further Readings

7.0 INTRODUCTION

‘How to teach’ is the most important question to which every trainer seeks an appropriate answer. The answer to this question provides the answer to other questions like, how much a trainee can retain and recall. From the learning point of view, it is the method adopted for the training programme that decides the learning outcome. Since the learning outcome depends on training methods, the trainer should be careful in selecting the right combination of training method. There are a range of methods at the disposal of the trainer, but for effective learning the trainer has to select the most appropriate method. Every organization, after a careful study of training needs, decides on the training objective. It is on the basis of the training objective that the training methods are decided. Training methods differ not only in their instructional style, but also in the way they influence knowledge and skill development. It is the responsibility of the training designer to evaluate the methods vis-à-vis the objective and choose the appropriate training method.

7.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the different areas of training
- Examine the on-the-job training methods
- Describe the off-the-job training methods
- Explain the purpose of instructional objectives

7.2 AREAS OF TRAINING: KNOWLEDGE, SKILL AND ATTITUDE

NOTES

Instructional objectives form a major component of any training programme. They can be used to develop or select training materials and to guide instructors, trainees and test developers. Instructional objectives serve a variety of purposes. These help to improve training design, evaluation, conduct of training, and also contribute to the learning outcome.

Help to Design the Training

Clearly worded and effective objectives help to design the training precisely to fit the needs of trainees and the organization. Written objectives indicate that conscious decisions have been made about the knowledge, skills and abilities to include in the training. If the organization requires the skills, knowledge and abilities described in the objectives, based on the needs analysis process, they will be included. If they are not needed, the organization will not include them at the cost of money and time.

Basis for Clear Communication

Precisely worded objectives are unambiguous and are not open to misinterpretation, hence they act as basis for communication with all persons involved with the training—trainers, supervisors, managers and trainees. Objectives clearly imply the roles everyone is expected to play during the training programme.

Key to Evaluation

Objectives serve as the basis for evaluating the overall success of a training programme. The evaluation processes are entirely dependent on stating clear objectives as a basis for measurement and evaluation. Instructional objectives are effectively the benchmark for determining the training success because they clearly outline what the trainee will be able to do at the end of training. In fact, once stated, objectives automatically become the standard against which success is measured. Trainers also use instructional objectives to establish test standards or acceptable performance standards and these standards are often aligned with the instructional objectives. In practice, we often find training designers developing tests immediately after the instructional objectives are established. Trainers resort to this practice to ensure that the test is in line with the objectives.

Instructional objectives also guide trainers to the best methods that help trainees reach their goals by providing specific standards against which student performance can be measured. Because objectives are written in terms of demonstrable behaviours, trainers can measure the trainee's progress through question-and-answer session or through skills performance evaluations.

Instructional objectives delineate for trainees the extent of subject matter they will be tested on, and this allows the trainees to prepare for testing accordingly.

Instructional objectives give test developers the details they need to select and construct items for written, oral and performance tests. Results of these tests can identify learning objectives that have not been met and allow trainers to identify and correct such problems.

Simplify Training Administration

Training contents, trainers and training methodology together are just one wheel of the cart. The other wheel is training administration, and both the wheels have to rotate in tandem for ensuring a successful training programme. Establishing clear instructional objectives simplifies administration of training. Well written objectives allow for efficient use of multiple trainers, improved design of training materials, well organized evaluation process, etc.

Guide to Teaching

The term ‘instructional objectives’ literally means ‘instruction to achieve specific predetermined objectives’. This implies that the instructor has to orient his teaching towards the predetermined objectives. Hence, instructional objectives serve as a guide to the trainer and as a framework for him to prepare lesson contents. All the lesson contents prepared by the trainer or by the training designer use instructional objectives as a framework. Use of instructional objectives as framework for content ensures that:

- All lesson contents pertain to the stated objectives.
- All lesson contents that are needed are there.
- There are no gaps or time wasting duplications in lesson contents.
- There is no content that is simply not needed by the trainer.

Instructional objectives help the trainer to focus on ‘need to know’ content and avoid ‘nice to know content.’ Instructional objectives make the trainer focus clearly on the desired outcomes and determine what the trainees need to know and do, in order to meet those established objectives.

Another purpose of objectives is to describe what the course will teach. From a trainee’s point of view, this is very important as he would like to know whether what is being taught will be applicable to his job or how the training can improve his skill levels.

Instructional objectives offer specific directions to trainers who are developing lesson plans. The objectives can be grouped together to form complete lesson plans, or can be broken into smaller segments that teach specific tasks. We shall study more about the connection between instructional objectives and lesson plan later in this unit.

NOTES

NOTES

Influence on Other Human Resource Activities

Instructional objectives influence other human resource activities of the organization through carry over effect. Instructional objectives can be used as a source by supervisors and line managers to establish and validate performance standards. These standards can be used by personnel department to perform effective employee reviews. In fact, carefully analyzed training needs can be converted into precise job descriptions.

Disadvantages of Objectives

The use of objectives is not universally accepted. Some of the arguments against objectives are as follows:

- Objectives make training programmes inflexible by restricting the trainers to the objectives material alone.
- Training designers and trainers find that writing down objectives restricts flexibility.
- Objectives require a categorical demonstration of outcomes. Trainers claim that some forms of learning are not capable of quantitative demonstration and evaluation. As a result, the more subjective forms of 'soft' training are excluded.
- Too much time can be expended in formulating objectives and writing them down.
- Instructional objectives are seen as behaviourally anchored outcome measures and exclude the programme's theory and knowledge content.

Instructional objectives are an extremely important component of instruction because they directly integrate training with trainee's evaluation and assessment. Objectives provide a plan that enables the trainer to present information systematically and logically to bring a programme of study to an effective conclusion. Instructional objectives also help the trainer develop specific daily lessons and focus on the key contents and skills students need to master the training objectives.

Types of Instructional Objectives

Different types of instructional objectives were identified in the 1950s. There are three types of instructional objectives based on the work of Benjamin Bloom, a behaviourist who focused his research on the study of educational objectives. He believed that any given task favours one of the three psychological domains: cognitive, affective or psychomotor. The cognitive domain is associated with an individual's information processing abilities; in other words it deals with knowledge. The affective domain is connected to attitudes, values or feelings and the psychomotor domain deals with skills that can be manipulative or physical. Using the categories established by Bloom, instructional objectives also came to be categorized into attitude development objective, knowledge development objective and skill development objective. From training point of view, these categories

clearly state what trainees will know, believe, be able to do or accomplish, as a result of the training.

Attitude (Affective) or Awareness Objective

Attitude development objectives deal with attitudes, values or feelings. These objectives are appropriate when you want to change people's attitudes or increase their awareness of, or sensitivity to, certain issues or ideas. For instance, the training objective may be to sensitize employees to safety regulations to minimize mishaps at job site or in workshops. Attitude objectives specify that the training will result in an increased awareness or changed attitude about a specific subject. An example of an attitude objective for a new employee orientation would be: *Upon completing the training, the trainees will understand the role of the Company in Mining industry.* The trainee is not expected to learn specific facts about the organization or organizational hierarchy, and no specific skills will be learnt by the trainee as a result of the training. The trainee is expected to understand in broad terms the organization and its role in the industry. Typical training session having attitude objective will include parts of new employee orientation, training on team work, etc.

Knowledge Objective

Knowledge development objective is related to content or cognitive learning. This objective focuses on information processing ability or the ability to comprehend knowledge. From the training point of view, knowledge objective generally refers the trainee's ability to understand, process and analyze conceptual or factual information. Knowledge objectives clearly specify that on the completion of the training, the trainees will know certain concepts and facts related to their job profile and will be able to recall and use the learnt knowledge.

An example of a knowledge objective for a new employee orientation would be: *Upon completion of training, the trainees will be able to list by name and position all individuals in their chain of command.* Some examples of knowledge objectives are as follows:

- To improve staff understanding of Government safety regulations
- To provide an understanding of Company policies and procedures to new employees
- To provide senior management staff with an understanding of latest management principles or analytical tools
- To provide technical information to workshop supervisor or line managers
- To provide product knowledge to sales staff

Skills Objective

Skills objectives require trainers to impart skills to the trainees. The trainers are required to teach the trainees how things are done or how to operate, for instance,

NOTES

NOTES

a lathe machine. Skills objectives are associated with ‘How to do?’ The skill may be physical or manual dexterity action. An example of manual skill objective, dealing with physical dexterity, for a new employee orientation would be: On completing the training, the trainees will be able to operate the bottling machine without assistance. A cognitive skill objective could be: On completing the training, the employees will be able to calculate their new pay scales in accordance with the provisions of the Sixth Pay Commission report. The instructional objectives dealing with skill development are easy to evaluate and determine whether they have been met or not. Following are some examples of skill development objectives:

- At the end of this training session trainees will be able to pack milk cartons at the rate of 60 per hour with no more than 5 errors per 100 cartons.
- At the end of this training session trainees will be able to word process 100 words per minute with no more than three mistakes per 200 words.

From the above discussion, it becomes clear that instructional objectives are divided into three broad categories and it may appear that these categories are like water tight compartments, that is, the objectives are mutually exclusive. But that is not the case as these instructional objectives are not mutually exclusive, instead they are cumulative. For instance, when dealing with skill objective, the trainer has to provide some conceptual knowledge as background to the trainees before he starts the skill aspect of training. Similarly, knowledge objectives cannot be achieved without some attitudinal change. Hence a typical training programme of a Company will have some element of each objective.

Check Your Progress

1. What serves as the basis for evaluating the overall success of a training programme?
2. What do you understand by the term instructional objectives?
3. What does knowledge development objective focus on?

7.3 METHODS OF TRAINING

Training methods refer to instructional methods used for delivering learning contents. Historically speaking, training as a method for skill enhancement emerged in medieval Europe during the era of guilds. In medieval Europe most of the manufacturing was concentrated in guilds and the guilds trained their recruits usually by placing them under a master craftsman. The recruit learnt the craft under the guided supervision of the master craftsman; it was a kind of on-the-job training. This system of supervised training continued during the industrial revolution and it came to be known as apprenticeship. As industrialization progressed, training became systematic in order to meet the new demands for skilled labour. As production methods changed, the methods of training also kept pace and training

became increasingly structured and formal. New training methods emerged to suit the needs of emerging globalization. Currently, according to one estimate of the American Society for Training and Development, more than 30 methods of training are used by organizations worldwide. Traditionally, the training methods were classified as formal and informal. Later, it came to be classified as on-the-job and off-the-job. However, now new classification patterns have been developed and some of them are listed below:

- Trainer-led information or skill-giving method (Didactic): This method involves giving of information and the most popular method is a lecture or a demonstration.
- Trainer led information seeking methods (Socratic): This method involves questioning techniques which focuses on eliciting information.
- Trainer created, student led methods (Facilitative): This method includes discussion- based approaches, projects or self-directed assignments, etc.

Some trainers classify training methods into the following categories:

- Teacher-centred methods
- Student-centred group methods
- Individual-student centred methods

Teacher-Centred Methods

Following are the teacher centred methods:

- Lecture
- Lecture and discussion
- Mentoring
- Guided discussion
- Demonstration
- Controlled discussion
- Tutorial

Student-Centred Group Methods

Following are the student centred group methods:

- Brainstorming
- Buzz group
- Case study
- Debate
- Fish bowl
- Group discussion

NOTES

NOTES

- Interview
- Listening and observing
- Panel
- Project
- Role play
- Simulation and games
- Snowballing
- T-groups
- Field tours
- Work shops

Individual Student-Centred Methods

- Assignments
- Computer assisted learning
- Personal tutorial
- Practicals
- Projects

Some writers like M. Armstrong classify training techniques into the following categories:

- **On-the-job techniques:** Demonstration, mentoring, coaching and planned experience, etc.
- **Off-the-job techniques:** Lectures, discussions, case studies, role playing simulation, etc.
- **On-or off-the-job techniques:** E-learning, instruction, assignments, projects, guided reading, computer based training, etc.

Blanchard and Thacker divide the various training methods into cognitive and behavioural approaches.

Cognitive Methods

These are used for knowledge and attitude development. The method focuses on providing information and attempts to stimulate learning by affecting the cognition process of the trainees. Cognitive methods are very effective for knowledge development but in case of skill development, cognitive methods are found wanting.

Behavioural Methods

These are used to affect behavioural change in the trainees. These methods are used by the trainers to develop skills and for affecting behavioural change. Whatever may be the method, the aim is to help the trainee learn and be a part of the learning

process. In the following sections, we shall discuss some of the popular training methods along with their strengths and limitations.

7.3.1 On the Job Training

On-the-job training is one of the oldest types of training methods. It refers to recruits learning at work under the supervision of a line manager or a supervisor. According to P. Swamidass, 'OJT is the preferred method for training employees for new technology and increasing skills in the use of existing technology.' OJT is a useful method for training fresh recruits, newly promoted employees, for orienting transferred employees, and for skill enhancement. For training, OJT uses skilled workers who double up as trainers. OJT is considered to be informal and unstructured as most of the instruction is at the work site and OJT is characterized by:

- Unstructured instruction pattern.
- Lack of specific training objective.
- Lack of systematic learning contents.
- Absence of formal trainers as training is given by skilled employees.

Despite its unstructured and informal nature OJT has some advantages like:

- It can be adapted to suit the abilities of the trainees.
- Since training is at job site, it can be immediately applicable.
- Companies save on trainer cost, training site cost, etc.
- Since trainees learn on actual job task, skill transferability becomes smooth.

The only issue with OJT is its unstructured nature which can contribute to ineffective employees. Hence for OJT to be effective, it has to be structured and systematic. Structured OJTs are planned programmes which achieve learning through the following steps:

- Trainee observes the skilled worker perform.
- Trainee is explained the procedure throughout the performance.
- Trainee practices under the trainer supervision.
- Continuous feedback is provided by the trainer.
- By practicing repeatedly, the trainee learns the task.

OJT has numerous forms and some of them are discussed in detail in the following paragraphs.

Apprenticeship

According to R. W. Glover, 'Apprenticeship is a work study training method with both on-the-job and classroom training.' In India, the definition of apprentice is provided by the Apprentices Act, 1961. According to this Act, apprenticeship training means, 'a course of training in any industry or establishment undergone in

NOTES

NOTES

pursuance of a contract of apprenticeship and under prescribed terms and conditions which may be different for different categories of apprentices.’ In an apprentice programme, the duration of training is clearly specified, for instance, Indian Navy has an apprentice programme where the trainee spends four years learning the specific skill. Most apprenticeships are in skilled trade like machinists, welders, electricians, etc. Apprenticeship training does involve some amount of classroom instruction also. According to A. H. Howard, the OJT aspect of an apprenticeship programme can be made effective by including modelling, practice, feedback and evaluation. Apprenticeship programmes are attractive to trainees because first, they are paid stipends during the apprenticeship and secondly, most of the apprenticeships result in full employment.

Coaching

Coaching as a term is closely associated with OJT, and also associated with professionals, executive and technical workers. This implies that coaching was for middle and upper level employees while OJT was for lower level workers. The term coaching refers to one-on-one instruction for improving knowledge and ability. Coaching is normally used to deal with problems associated with performance deficiency. Coaches can be outside specialists or experienced workers from within the organization. Outside specialists are used to deal with specific issues related to middle and upper management. According to Evered and Selman, the main difference between coaching and OJT is that in coaching the coach continues to guide the subordinate for sometime even after the latter’s performance levels have increased. Coaching by nature is more collaborative than other methods of OJT. Coaching as a training method is used where skill development is the learning objective.

Mentoring

Mentoring refers to the relationship that develops between a senior and junior employee(s). As a mentor, the senior guides the junior and explains to him the nuances of organizational functioning. In fact, mentoring facilitates the junior’s adjustment within the organizational setup. Unlike coaching that focuses on the performance aspects which are more technical in nature, mentoring focuses on attitude development. Mentors advise their juniors on what to do, how to do, how to manage organizational politics, etc.

Adventure Training

According to Wagner, Baldwin, and Rowland, adventure learning focuses on developing teamwork and leadership skills through structured activities. It involves activities related to developing problem solving skills, conflict management etc. It can involve outdoor activities like rope climbing, ladder climbing and even cooking. For instance Steinfeld, speaks about ‘the Beam’ an outdoor activity which involves crossing of a six foot high beam placed between two tress with the help of team members. Cookin’ Up Change is another adventure training activity which is used

by companies like Microsoft and Honda to hone communication and networking skills. This cooking activity involves doing all the kitchen tasks like cutting, cleaning cooking etc. and all team members are required to contribute to the preparation of the full course meal. Adventure learning as a training method provides for interaction among trainees outside the ambit of formal business environment. This kind of interaction among trainees is used by companies for creating a 'cohesive work team.'

NOTES

Job Instruction Technique (JIT)

The original job instruction technique was first used during World War II. Here production workers were used as a systematic method to train people as quickly as possible to meet the war demands. Components of the original World War II JIT are still used. JIT consists of four steps:

1. Plan or preparation
2. Present
3. Trial
4. Follow up

Let us now look at the four steps of JIT in detail.

Preparation

OJT is normally delivered by a skilled worker doubling up as a trainer. The skilled worker cum trainer looks at the training from his point of view, thereby failing to understand the needs of the trainee. For instance, while teaching a trainee the skilled worker may not explain some of the operations because he thinks they are extremely simple. The point is, in an unstructured OJT, the job to be learnt is not written down and understood systematically. This prevents the trainees from receiving effective OJT. Hence the first step in JIT is preparation which includes systematic analysis and documentation of the job. On the basis of documentation, the trainer prepares a specific instructional plan for the trainee. For learning success, learning environment matters, hence the next step in this stage is the creation of learning environment. This is done by providing the trainee with orientation, familiarizing the trainee with training programme and steps of OJT.

Present

According to L. Gold, this stage consists of four activities, and they are: tell, show, demonstrate and explain. The trainer first starts by verbally explaining the job, the nature of the task and as he explains the job he shows the trainee the different aspects of the job. Please note that showing is not actually doing the job or demonstrating the job. When the trainer shows the job, he is actually pointing out to the trainee the location of the equipment, the raw materials, the spare parts and other aspects of the equipment. After familiarizing the trainee with the job and the equipment associated with it, the trainer proceeds to demonstrate how to perform

NOTES

the job. The trainer at this stage actually performs the job for visual observation of the trainee. At this stage the trainee is expected to watch and learn. As he performs the job, the trainer explains the importance of the job, why it is done and speaks about the safety regulations, etc.

Try out

During this stage, the trainee displays his retention and recall ability by first, verbally recalling the method of doing the job and then by actually performing the job in the presence of the trainer. This stage of trying out allows the trainer to give constructive feedback after observing the trainee perform the job. Mistakes committed by the trainee are rectified at this stage.

Follow up

Follow up refers to the efforts made by the trainer to keep track of his trainee's job performance. The trainer follows the job performance of his trainee even after the latter's training programme is over. The motive behind such a follow up effort is to prevent the trainee from developing bad work habits or practices.

OJT is an effective method for skill enhancement, but the issue of a competent trainer raises questions regarding the method's efficiency. Broadly speaking, the qualities of a good trainer are technical and training competence, and the ability to motivate. OJT's reliance on skilled workers to train inexperienced workers raises questions about the trainer's competency. Organizations tend to use structured OJTs to negate the issue of trainer's competency.

7.3.2 Off the job Training

A lecture is the most formal of training methods and in training terms it means a verbal presentation given before the trainees for instruction and it may be accompanied by visual aids like flipcharts or projections. A lecture requires the audience to sit still and listen and the only interaction between the trainer and trainee is limited to question and answer, usually at the end of the lecture. It is a one-way presentation of the training message by the trainer. A lecture is a formal presentation of information in a clear logical sequence, which is interspersed with illustrations and examples. Blanchard and Thacker give a list of essential components of a lecture which is as follows:

- **Orientation:** Giving introductory information with regard to the direction and the content of the presentation.
- **Enthusiasm:** Elaborating the importance of training content to generate enthusiasm among the audience.
- **Variety:** Illustrating the presentation with visual images or projections or audiovisuals to add variety to the presentation.
- **Logical organization:** Presenting the topic in a sequential order.

- **Explanations:** Explaining factual and conceptual ideas in an unambiguous manner.
- **Direction:** Providing systematic instruction and direction in case of procedural knowledge
- **Illustrations:** Giving relevant examples to substantiate a topic or to explain an idea.
- **Comparison and contrast:** Discussing the strengths and limitations
- **Questions and discussion:** Responding to questions of the trainees and raising questions to elicit response from the trainees.
- **Summary:** Concluding the presentation by briefly discussing the important aspects of the topic.

NOTES

The lecture method has many variants such as:

- **Standard lecture:** Presentation made by the trainer for giving information to the trainees.
- **Team teaching:** Presentation of a topic by two different trainers to provide different points of view. This method can also be used to present two different topics by different set of trainers. For instance, a psychologist can deliver a lecture on body language while a communications specialist can deliver on nuances of verbal language.
- **Guest speakers:** Specialists from related fields can be invited to make a presentation so as to give trainees an expert's point of view.
- **Panels:** Two or more trainers present a topic and discuss it with the trainees.

In a lecture, the trainees are overtly passive which may reduce their attention span and receptivity. To counter this problem of attention span, trainers at times use short lectures or *lecturette* lasting for about twenty minutes. During a lecture, the trainee observes, listens and if necessary, takes notes. In other words, in a lecture the trainee is expected to play the role of an information collector. Lecture per se is not a very effective technique for learning, but is useful for giving specific information to a large number of trainees. The ineffective aspect of lecture comes from its lack of two-way communication or interaction with trainees. To make lecture an effective method of learning, some trainers combine it with discussion. When combined in this manner, the lecture method becomes interactive and more responsive to trainees' misunderstandings. The use of discussion after a lecture helps in consolidating and clarifying the information. Lecture-cum-discussion makes learning of conceptual knowledge very thorough, as the trainees have an opportunity to discuss and clarify their doubts.

The focal point in a lecture is the trainer. Hence, it is the trainer who controls the session and its contents. In the absence of two way communication, the lecture method lacks trainee involvement and feedback. Despite the lack of trainee involvement, organizations prefer using lecture method when it comes to knowledge

NOTES

development or filling the gaps in the trainee's knowledge. To make lectures more effective, the trainer can give a printed version of his lectures or give handouts of his lecture. From attention point of view, if the trainer is charismatic and knows the subject he is dealing with, he will be able to get the attention of the trainees. Getting attention is the first step towards effective learning and lectures are a good method to get the attention of the trainees. But retaining attention of the trainees is an entirely different aspect of training. It is here that a lecture on its own becomes ineffective and the trainer has to turn to training aids for support. An effective trainer uses illustrations, examples and real situations to explain the subject he is dealing with. Illustrations are an important component of lecture as it provides verbal cues for coding in the memory, which thereby enhances retention. Another way to enhance retention of lecture is to provide audio or video tapes of it. One of the ways to make learning effective is to stimulate multiple senses, but in case of lecture the stimulation is only auditory and this at times can hamper the learning process.

Case Study

A problem or an issue with any company is written and given to the trainees. The issue may be anything from marketing problem to decision making situation. The trainees are given the entire background of the problem including facts, figures, and company history. The trainees are then required to analyze and respond to the issue given to them. After finishing the analyses, the trainees put forward their suggestions which are then discussed by all the trainees. Through this method trainees learn by participating in the discussion and by critiquing the suggestions put forward by other trainees. By participating in case study discussions, the trainee becomes aware that there is more than one solution to most problems. Case study method essentially teaches skill rather than knowledge. It is used to develop the analytical abilities of trainees.

In the case study method, it is the case/problem which is the source of learning rather than the trainer. But this is not to suggest that the trainer has no role to play, as it is the trainer who selects the cases and directs the discussion in a specific line of enquiry. The learning objective of this method is to encourage the trainees to participate, and to apply the knowledge which they hitherto have learnt or acquired.

The case study method has developed a variant known as incident process. Unlike case study where all the relevant details of the case are provided, in incident process method only a brief and sketchy detail of the problem is provided. The trainees are expected to gather other relevant details from the trainer or do their own research. This method focuses on developing information gathering and sorting skill of the trainee, as it is information on which most of the decisions are made. As a training method, case study method is very effective for skill development. Organizations often use it for training their managers and other employees.

Role Play

Role play is a training method in which trainees act out hypothetical situations, in assigned roles, by improvising their behaviour. Trainees are provided with information regarding the context, the general situation and an outline of their roles. Role plays are particularly useful for developing demonstration skills, management skills, decision making skills, etc. Following are some of the types of role plays used for training:

- **Structured role play:** This type of role play is used to develop interpersonal skills. The trainees are provided elaborate details of the situation, the character outline, etc.
- **Spontaneous role play:** Unlike structured role plays, in spontaneous role plays, there is no elaborate outlining of the character. The role plays take shape more as a result of the nature of interactions among the trainees. This type of role play is not used to develop any specific skills; it aims at just providing the trainee with some behavioural introspection.
- **Single role play:** It refers to playing of allocated roles by a chosen group of trainees, while the rest watch and observe the performance. The non-performing group analyses the interactions and tries to learn from the interactions. This type of role play is not preferred by the trainers as it puts only one section of trainees into performance roles and the other into mute spectator roles. This kind of role allocation might not be liked by sensitive trainees, hence trainers feel apprehensive about using this type of role play.
- **Multiple role play:** Unlike single role play, in multiple role play all the trainees are divided into groups and all groups take turns in acting out the roles assigned to them. Each group analyzes the interactions and shares the analysis with other groups. Multiple role plays contribute to a greater amount of analysis, and at the same time, it reduces the time taken to complete the performance process as a number of groups is involved in the role play.
- **Role rotation:** In this type of role play, the roles are rotated among different set of trainees so as to allow different approaches to the same role. In role rotation, a trainee first enacts the role. Then the trainer stops the role play and discusses the role and its learning points. After discussion the next trainee takes over the role, and in similar vein, the process goes on.

The most important aspect of role play is the analytical discussion, known as debriefing, which takes place after the enactment. Debriefing provides an opportunity to the trainees to analyze ‘What has been going on?’ During debriefing sessions, the participants recall their feelings, attitudes and responses during the enactment. It helps the trainees to understand their experience and to discuss their insights with other fellow trainees.

NOTES

NOTES

Simulation

Simulation represents replication of environment, processes, and situations that occur in a work situation/environment. The aim of this method is to provide the trainee with the 'feel' of work place situation in a controlled setting. Simulation is a method best suited for imparting skills, for instance, pilots hone their flying skills on flight simulators. Similarly Maruti Udyog Ltd. has developed simulators to teach driving skills. Simulation believes that the best way to learn is by 'actually working on the equipment or machine.' For effective simulator training, it is important not only to physically replicate the equipment, but also to create the same operational environment including the psychological pressures. Major call centre companies train their employees by simulating the actual work environment. All the trainees get a work cubicle exactly like the one at the work station, along with all the relevant materials including a data base having clients name and details. One of the reasons for the companies replicating the exact work station environment is to make the trainee feel familiar with the work environment as this makes the transition from training room to job cubicle easy. The success of this method lies in the exact replication of work environment. However, replicating work environment is an expensive affair, hence, not all companies use this method of training.

Check Your Progress

4. List some teacher centred methods of training.
5. Who is the focal point in a lecture?
6. What is the aim of the simulation method?

7.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Objectives serve as the basis for evaluating the overall success of a training programme. The evaluation processes are entirely dependent on stating clear objectives as a basis for measurement and evaluation.
2. The term 'instructional objectives' literally means 'instruction to achieve specific predetermined objectives'. This implies that the instructor has to orient his teaching towards the predetermined objectives.
3. Knowledge development objective is related to content or cognitive learning. This objective focuses on information processing ability or the ability to comprehend knowledge.
4. Some teacher centred methods of training are as follows:
 - Lecture
 - Lecture and discussion

- Mentoring
 - Guided discussion
5. The focal point in a lecture is the trainer. Hence, it is the trainer who controls the session and its contents.
6. The aim of the simulation method is to provide the trainee with the ‘feel’ of work place situation in a controlled setting. Simulation is a method best suited for imparting skills, for instance, pilots hone their flying skills on flight simulators.

NOTES

7.5 SUMMARY

- Instructional objectives form a major component of any training programme. They can be used to develop or select training materials and to guide instructors, trainees and test developers.
- Clearly worded and effective objectives help to design the training precisely to fit the needs of trainees and the organization.
- Instructional objectives make the trainer focus clearly on the desired outcomes and determine what the trainees need to know and do, in order to meet those established objectives.
- Instructional objectives are an extremely important component of instruction because they directly integrate training with trainee’s evaluation and assessment.
- Objectives provide a plan that enables the trainer to present information systematically and logically to bring a programme of study to an effective conclusion.
- There are three types of instructional objectives based on the work of Benjamin Bloom, a behaviourist who focused his research on the study of educational objectives.
- Attitude development objectives deal with attitudes, values or feelings. These objectives are appropriate when you want to change people’s attitudes or increase their awareness of, or sensitivity to, certain issues or ideas.
- Skills objectives require trainers to impart skills to the trainees. The trainers are required to teach the trainees how things are done or how to operate, for instance, a lathe machine.
- Training methods refer to instructional methods used for delivering learning contents.
- These are used for knowledge and attitude development. The method focuses on providing information and attempts to stimulate learning by affecting the cognition process of the trainees.

NOTES

- On-the-job training is one the oldest types of training methods. It refers to recruits learning at work under the supervision of a line manager or a supervisor.
- According to R. W. Glover, ‘Apprenticeship is a work study training method with both on-the-job and classroom training.’
- Mentoring refers to the relationship that develops between a senior and junior employee(s). As a mentor, the senior guides the junior and explains to him the nuances of organizational functioning.
- A lecture is the most formal of training methods and in training terms it means a verbal presentation given before the trainees for instruction and it may be accompanied by visual aids like flipcharts or projections.
- Role play is a training method in which trainees act out hypothetical situations, in assigned roles, by improvising their behaviour.
- Simulation represents replication of environment, processes, and situations that occur in a work situation/environment.

7.6 KEY WORDS

- **Role Play:** It refers to acting out of the part of a particular person or character, for example as a technique in training or psychotherapy.
- **Simulation:** It is the production of a computer model of something, especially for the purpose of study.
- **Case Study:** It means a particular instance of something used or analysed in order to illustrate a thesis or principle.
- **Mentoring:** It is a training system under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, counsellor, etc.

7.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What does the use of instructional objectives as framework for content ensure?
2. Discuss the use of instructional objectives in training programmes.
3. What are the disadvantages of instructional objectives?
4. Write a short-note on skill objectives.
5. List the different types of student centred group training methods.

Long Answer Questions

1. Examine the different types of instructional objectives.
2. Describe the different on-the-job training methods.
3. Discuss the various off-the-job training methods.
4. Explain the various steps of job-instructional technique.

*Areas and Methods
of Training*

NOTES

7.8 FURTHER READINGS

- Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.
- Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.
- Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.
- Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.
- Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

UNIT 8 EXECUTIVE DEVELOPMENT PROGRAMMES

Structure

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Meaning and Need for Executive Development
 - 8.2.1 Nature and Scope of Executive Development
 - 8.2.2 Need and Importance of Executive Development
 - 8.2.3 Objectives of Executive Development
- 8.3 Executive Development Programmes (EDPs): Types, Sequence and Periodicity
 - 8.3.1 Types of EDPs
 - 8.3.2 Sequence of EDPs
 - 8.3.3 Periodicity of EDPs
- 8.4 Designing Executive Development Programmes (EDPs)
- 8.5 Delivery Methods and Evaluation of EDPs
 - 8.5.1 Evaluation of EDPs
- 8.6 Developing Middle Managers: Recent Trends in India
- 8.7 Answers to Check Your Progress Questions
- 8.8 Summary
- 8.9 Key Words
- 8.10 Self Assessment Questions and Exercises
- 8.11 Further Readings

8.0 INTRODUCTION

In this unit, you will learn about executive development. The significance of executive or management development has broadened over the years. Managers are considered as the most important asset of a company and are usually equipped with the right skills. However, there is need of enhancing the skills and competence of managers. Most of the companies seem to have realized the importance of management development and have introduced a number of methods and practices that will help them sharpen their skills.

Executive development can be broadly divided into two categories — On-the-job methods and off-the-jobs methods. Methods could be any. But the key goals of executive development should be fulfilled. Some of the important objectives of executive development are to prepare promising employees for higher managerial positions in the future and to help them stretch their skills. In this unit, we will also learn about different types of methods and techniques of executive development, such as conference, role-playing, workshops, counselling, etc.

Executive development is becoming a popular trend in India as well. A number of well-known Indian companies such as Ashok Leyland, BPL, Ramco System and ITC practice varieties of methods to enhance the skills of middle managers of their companies. Techniques, such as business games, management games, outbound training exercises, etc. can help build and sharpen the skills of middle managers.

NOTES

8.1 OBJECTIVES

After going through this unit, you will be able to:

- Analyse the concept, nature and need for executive development
- Identify different types, sequence and periodicity of executive development
- Explain the concept of designing executive development programmes
- Discuss about evaluation of executive development programmes
- Explain how to develop middle managers and recent trends in India

8.2 MEANING AND NEED FOR EXECUTIVE DEVELOPMENT

Executive or management development is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge. Development is a related process. It covers not only those activities that improve job performance, but also those which bring about growth of the personality; help individuals in the progress towards maturity and actualization of their potential capacities so that they become not only good employees but also better human beings. In organizational terms, it is intended to equip persons to get promotions and hold greater responsibility. Training a person for a bigger and higher job is development.

According to Harold Koontz and Cyril O'Donnell,

Developing a manager is a progressive process in the same sense that educating a person is. Neither development nor education should be thought of as something that can ever be completed, for there are no known limits to the degree one may be developed or educated. Manager development concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organizational segment are achieved.

According to G.R. Terry,

Management development should produce change in behaviour which is more in keeping with the organization goals than the previous behaviour. The change frequently consists of a number of small steps resulting from training but the cumulative effect is considerable. It is also basic that a terminal behaviour is identified before the development effort starts.

NOTES

Thus, executive or management development implies that there will be a change in the knowledge and behaviour of individuals undergoing a development programme. The individual will not only be able to perform his job better but also increase his potential for future assignments through the acquisition, understanding and use of new knowledge, insights and skills. Self-development is an important concept in the whole programme of management development.

8.2.1 Nature and Scope of Executive Development

Managers are largely made, not born. This is a significant statement in modern management literature and forms a basis for numerous management development programmes. The objectives of these programmes include preparing promising personnel for higher managerial positions in the future and assisting and improving the existing top executives.

Deferred application of human resources

The major problem is to make a special preparation for top management responsibilities involving deferred application of selected candidates. The problem of deferred application relates to the problem of special talents. Indeed, there is an urgent need for deferred application of human resources with special talents with a view to procure specialized services which will be required in future. The significant issue is to identify and invest in a constantly bigger size of human resources for specialized future applications.

Preparing and helping managers in present and future jobs

Yoder *et al.*, define management development as a programme of training and planned personal development to prepare and aid managers in their present and future jobs. Attempts are made to identify problems which managers are likely to confront, and to assist them in solving these problems. Sometimes, executive development is differentiated from management development. The former is related with the planned educational programme for the president, vice-presidents and general managers, while the latter relates to such programmes for middle managers and supervisors. However, this distinction is not largely recognised.

Accordingly, executive or management development refers to a systematic effort to use the principles of planning, organizing, directing, coordinating and controlling in the selection and development of level of managers as opposed to the unsystematic methods based on the assumption that 'cream will come to the top'. Obviously, the concept 'manager' includes everyone who has the major responsibility of managing men. Although the chief function of a manager is to get things done through others, there is no consensus of opinion as to what are the precise qualities which differentiate between success and failure in managerial positions. A research-based knowledge in this respect forms a basis for a sound management development programme.

Management development as a business-led process

Armstrong defines management development as a business-led process. The business determines the kind of managers that are required to accomplish its strategic goals as well as the process or method to obtain and develop such managers. Although there is a stress on self-development, the business must indicate the directions towards which self-development should occur. The management development process ensures that the enterprise has the effective managers it needs to accomplish its present and future requirements. It seeks to improve the performance of existing managers, by providing them with relevant opportunities to grow and develop. It also ensures that management succession within the organization is provided for. Thus, it increases the effectiveness of the enterprise as a whole. It develops the capabilities of managers to accomplish the organization's business strategies in the context of critical success factors such as innovations, quality and cost leadership. The capabilities of managers involve: (1) setting challenging ambitions, (2) evolving product market strategies, (3) developing functional strategies, (4) creating and applying systems for managing the business effectively, (5) building organizational culture for future, (6) structuring and restructuring the business activities, and (7) optimizing profits.

There are three activities in the process of management development—analysis of needs, evaluation of skills and competencies, and meeting the needs. Attempt should be made to combine self-development, organization-derived development and boss-derived development to evolve an effective management development system.

8.2.2 Need and Importance of Executive Development

In this age of 'professionalization of management', the importance of executive development cannot be minimized. Executive talent is the most important asset of an organization. According to Peter Drucker, 'An institution that cannot produce its own managers will die. From an overall point of view the ability of an institution to produce managers is more important than its ability to produce goods efficiently and cheaply'. The need for executive development is felt because:

- (a) There is a shortage of trained managers. The organization has to develop the talented employees and maintain an inventory of executive skills to meet the future demands.
- (b) The performance of a company depends upon the quality of its managers. Executive development, therefore, is of paramount importance to have effective and desired managerial talents to meet the organization's demand.
- (c) Obsolescence of managerial skills is another factor which calls for continuous executive development. A manager must regularly update himself to successfully meet new challenges.

NOTES

NOTES

8.2.3 Objectives of Executive Development

- (a) To ensure a steady source of competent people at all levels to meet organizational needs at all times
- (b) To prevent managerial obsolescence by exposing the managers to new concepts and techniques in their respective fields of specialization
- (c) To prepare the employees for higher assignments so that they may be promoted from within
- (d) To develop a second line of competent managers for future replacements
- (E) To promote a high morale and good organizational climate

Methods of executive development

These can be classified into two broad categories:

- (a) On-the-job methods
- (b) Off-the-job methods

(a) On-the-job methods

(i) Coaching: This is learning through on-the-job experience. Coaching involves direct personal instructions and guidance usually with demonstration and continuous critical evaluation and correction. On-the-job coaching is given by a superior as he teaches job knowledge and skills to a subordinate.

The coaching method offers certain advantages:

- It provides an opportunity to a trainee to develop himself.
- It provides quick feedback to the trainee as well as the trainer on what they lack and what measures can be taken to overcome their shortcomings.

(ii) Job rotation: Job rotation as a means of management development offers certain positive contributions. It allows the managers to appreciate the intricacies involved in difficult jobs and how their own jobs are affected by such intricacies. Further, managers may develop broader horizons and perspectives of a generalist rather than the narrower horizon of a specialist. The trainee is periodically rotated from job to job so that he acquires a general background of different jobs.

(iii) Special projects: Under this method, a trainee is assigned a project that is closely related to the objectives of his department. The trainee will study the problem and make recommendations upon it.

(iv) Committee assignments: Under this method, an ad-hoc committee is constituted and assigned a subject to discuss and make recommendations. The committee will make a study of the problem and present its suggestions to the departmental head. The trainees have to work together and offer

solutions to the problem. This method helps trainees to solve an actual organizational problem. The advantage of committee assignments is to help trainees develop team spirit and work together towards common goals.

(b) Off-the-job methods

(i) Role playing: Role playing is a method of learning that involves human interaction in an imaginary situation. In drama and play, actors play various roles wherein they assume themselves to be persons whose role they play. This is similar to the case of role playing training where the trainee is given a role to play. The role-playing technique is used in groups where various individuals are given the roles of different managers who are required to solve a problem or to arrive at a decision. Role playing helps the trainees to develop a better perspective in performing their jobs because they may see the jobs from different angles. It also develops sensitivity amongst trainees which is quite helpful in maintaining better human relations.

(ii) Case study: Case method of learning has the following objectives:

- It introduces realism into formal instruction.
- It develops the decision-making ability in the trainee.
- It develops a cooperative approach and independent thinking in work-related situations.
- It demonstrates various types of goals, facts and conditions obtained from real organizational setting.

The case study method of training employs simulated business problems for trainees to solve. The trainee is expected to study the information given in the case and make decisions based on the situation. Typically, the case method is used in the classroom with an instructor who serves as a facilitator.

The trainees may be given a problem to discuss which is more or less related to the principles already taught. This method gives the trainee an opportunity to apply his knowledge to the solution of realistic problems.

(iii) Conference training: In this method, the trainer delivers a lecture and involves the trainees in a discussion so that doubts, if any, are clarified. The conference method is a group-centred approach where there is a clarification of ideas, communication of procedures and standards to the trainees. The trainee as a member can learn from others. The conference is ideally suited to learning problems and issues, and examining them from different angles.

(iv) Management games: A management game is a classroom exercise in which teams of students compete against each other to achieve common objectives. The game is designed to be a close representation of real-life conditions. Here, two or more teams participate depending on the situation, with each team having four to seven participants. Each competing team is given a company to operate in light of the situation provided in the game. If

NOTES

NOTES

designed and conducted properly, management games contribute to the development of participants in the following ways:

- The participants develop skills, particularly diagnostic decision-making skills and group-interaction skills.
- Participants learn to operate in a competitive environment.

(v) Sensitivity training or T group training: This is an experience in interpersonal relationships which results in change in feeling and attitudes towards oneself and others. In sensitivity training, a small group of ten to twelve people is assisted by a professional behavioural scientist who acts as a catalyst and trainee for the group. There is no specified agenda and a leaderless group discussion takes place where group members express their ideas and feeling freely. They can discuss anything they like. As the members discuss and engage in a dialogue, they are encouraged to learn about themselves and the way they should interact with others.

(vi) In-basket exercise: Also called ‘In-tray’ method of training, it is built around the ‘incoming mail’ of a manager. In this method, the participants are given a number of business papers such as memoranda, reports and telephone messages that would typically come to a manager’s desk. One method is to present the exercise to the trainee and to note his reaction. A slight variation is that business papers are given to the participant and he is required to act on the information contained in these papers. Initially, assigning priority to each particular matter is required. Through feedback, the trainee comes to know his behavioural pattern and tries to overcome the one which is not productive or functional. Thus, he can learn techniques of giving priorities to various problems faced by him.

(vii) Syndicate method: This refers to a method of management development technique wherein groups of trainees consisting of members in each group are involved in the analysis of a problem. Each group is given a brief about the problem. Each group independently discusses the issues involved and presents its ideas. These are then evaluated by group members with the help of the trainer. Such exercises are repeated so as to enable the participants to look at the problems in the right perspectives. This enables trainees to develop decision-making skills.

(viii) Multi-management: Also known as ‘Junior-Board of executives’, it is a system in which permanent advisory committees are constituted to study problems of the organizations and make recommendations to top-level management. In multi-management, the constituted committees discuss actual problems and offer alternative solutions. The recommendations are made based on the best alternative.

(ix) Special courses: The executives may be required to attend special courses, which are formally organized by the enterprise with the help of experts from educational institutions.

Check Your Progress

1. What are the key objectives of executive development?
2. What are the two important methods of executive development?

NOTES

8.3 EXECUTIVE DEVELOPMENT PROGRAMMES (EDPS): TYPES, SEQUENCE AND PERIODICITY

In this section, you will learn about types, sequence and periodicity of EDPs.

8.3.1 Types of EDPs

Trickett has discussed the most frequently used methods and techniques of management development. These methods include group discussions or conferences, lectures by company executives, films and slides, outside reading and private study, lectures by outside speakers, case studies, panels, forums, role-playing and workshop. The developmental techniques include job experience, coaching, understudy positions, individual counselling, conferences and technical meetings at company expense, job rotation, in-company training classes, memberships in professional and technical associations, special 'trainee' positions, committee assignments, management courses in colleges and universities, other outside-company courses, planned visits to other companies, 'multiple management' plans and training by outside consultants.

As Yoder *et al.* observe, the multiplicity of these methods and techniques is because of their applications for different groups and jobs. These measures usually purport to develop thinking ability and reading speed and comprehensions. We shall discuss some popular group and non-group methods and techniques of management development in brief to enable proper selection of effective systems for development.

(i) Job rotation

Job rotation which forms a favourite technique, broadens the understanding of several business situations. This is suitable for the young new-comers who are fresh from university or institutions enabling them to learn by 'doing'. Its major limitation is prevention of specialization by concentrating on several problems and procedures of different specialized departments.

(ii) The syndicate system

The syndicate system permits an analysis of a problem by a committee of trainees and involves presentation of reports for comments by other executives. This method is associated with the Administrative Staff College at Henley-on-Thames. The trainees are divided into several groups or syndicates. The syndicates discuss the

NOTES

issues involved in the subject given to it and prepare a paper. The chairman of each syndicate presents the paper which is criticized by others. The trainer provides only general guidance and the trainees learn from their participation. In a similar method called committee system or multiple management, executive-level problems are discussed to familiarize junior executives with them. Indeed, trainees hold membership in committees which discuss problems and draw tentative conclusions. Like other group methods, these systems improve the effectiveness of trainees as group members.

(iii) Conference

Conference methods permit trainees to think about problems, express themselves, assess the opinion of others, understand teamwork and develop leadership as well as judgement skills. The subjects most commonly discussed in developmental conferences include human relations, supervision, general economic understanding, personnel administration, labour relations and allied numerous problems.

(iv) Role-playing

Role-playing is another group training method involving acceptance and playing of a role in real life drama. The major limitation of role-playing for managerial development is that senior executives avoid responsibility and act only as observers and critics, while the junior executives become unduly concerned. To avoid this, the group should consist of individuals of the same general status and participation should be voluntary. This method enables the participants to become aware of the problems and perspectives of others with whom they deal and interact.

(v) Sensitivity training

The sensitivity training purports to develop awareness and sentiments to one's own and others' behavioural patterns. The method provides face-to-face learning of ongoing behaviour within a small group and lacks structure. Obviously, the learning is at an emotional level rather than intellectual one. The sensitivity training group meets continuously for several days. The trainer acts as a moderator to facilitate the feedback process and check severe psychological damage to participants. The method is likely to increase managerial sensitivity and trust, and enhance respect for the contributions of others. However, the method has not received proper recognition in the business world.

(vi) Structured insight

Structured insight purports to accomplish personal insight of sensitivity training without involving much costs. This method involves systematic collection of data on the trainees' attitudes and assumptions regarding the motives, abilities and attitudes of others, especially subordinates. The assessment is made on a 'managerial grid'. Thereafter, group discussions are used to develop equal concern for both people and task.

(vii) Case and in-basket methods

Case method which has been discussed earlier in the chapter, is usually employed to enhance participation and interest among trainees.

In-basket method, a variation of the case method, is used as a test as well as a training and development device. This method involves letters, notes, documents and reports purporting to provide on-the-job reality of the manager's in-basket. It purports to develop and measure decision-making ability of managers. At the very outset, attempts are made to provide the trainees with background information regarding a simulated enterprise and its products, organization and key personnel. Thereafter, the trainees are given an in-basket of assorted memoranda, requests and data relating to the company and requested to make a sense out of this pile of paper and prepare notes. The trainees use the in-basket material, as they are likely to do in their own positions. Attempts are made to provide feedback so that they evaluate their results. Changes and interruptions are induced as strategic measures, and in follow-up group discussions, they can compare their results. Just like the case method, it provides realism, flexibility, involvement and built-in motivation. The in-basket method is likely to be effective in developing situational judgement, social sensitivity and willingness to take decisions and actions.

(viii) Business games

A widely used method is business games. This method involves the problems of running an enterprise or a department. It has been used in several areas including investment strategy, collective bargaining and morale. It stimulates interest, involvement and competition among trainees. Numerous simulations have been developed to mimic the operations of an enterprise. Sometimes, attempts are made to introduce uncertainty stemming from a competitive situation. Several teams of trainees tend to meet, discuss and reach decisions regarding items such as production, inventories and sales. The game may be highly simple or extremely complicated. The trainees are required to make decisions in cooperative group processes. These games are likely to develop financial skills, quickness in thinking, and the ability to adapt under stressful situations.

(ix) University courses

University courses provide the benefit of special teaching and training skills of faculty members and present a broader view of the economic and political considerations. However, these courses alone are inadequate. They cannot provide the problems, pressures and interplay of personalities obtained in actual business situations. After all, no single programme is likely to be effective for all the companies.

(x) Non-group methods

In addition to the above group methods, there are several non-group methods involving an assessment of each individual's strengths and weaknesses. These methods include counselling, understudies, special projects, etc.

NOTES

NOTES

(a) Counselling. It helps the trainees to identify their weaknesses and involves measures to overcome them. It is related to periodic appraisals or ratings. Specifically, counselling purports to help the subordinates to perform a better job, provide a clear picture of how they are doing, build strong personal relationships, and eliminate, or at least minimize, anxiety. Such counselling is usually nondirective. Sometimes, attempts are made to develop managers through guided experience. Obviously, the guidance is based on counselling.

Box 8.1: Development of Mentor-protégé Relationship

Development of mentor-protégé relationship is very important in organizations. It helps in developing leadership and the careers of the protégées and in tackling projects. Armstrong defines mentoring as “the process of using especially selected and trained people to provide guidance and advice which will help to develop the careers of the protégées allocated to them.” It is needed at all levels; it seeks to complement learning on the job, it also complements formal training.

The mentors act as a parental figure with whom protégées can discuss their problems. They advice in drawing up self-development programmes. They offer guidance on how to accomplish new knowledge and skills to do a new job. They inculcate corporate culture in protégées. The superiors are expected to work as mentors. However, not all managers can make effective mentors and for those who have the aptitude, training programmes for mentorship can be useful. Indeed, the role of senior managers as mentors is to enable the junior managers to learn effectively and help them in their self-development. As mentors, the superior manager is required to extend his/her role beyond routine administrative activities. The mentor-protégée relationship between superior-subordinate managers promotes development of leadership. The development of this relationship, however, necessitates personal, and intimate interaction between them.

For the development of a mentor-protégé relationship it is necessary to ensure that there is a good ‘chemistry’ between them. The mentor must be willing to devote the time and effort required to develop the junior. Moreover, the junior must be willing to be subjected to constructive criticism. Although the mentor must be able to give frank and constructive criticism, he/she should be sensitive to individual learning habits of the protégées as well as willing to learn from them. The mentor sets high standards, provides supportive autonomy, adopts a joint problem-solving approach when inevitable mishaps occur and encourages his/her protégées to reflect on and consolidate the lessons of experience. The development of above qualities in mentors necessitates formal development programmes for them and on-the-job coaching by their own mentors. The good mentors must be identified and informed what is expected of them as mentors. They must be provided regular training in the behavioural as well as non-behavioural processes of mentoring. Moreover, there must be a provision for rewarding them which can be taken care of in the performance appraisal system.

References

1. Armstrong, M., *A Handbook of Human Resource Management Practice*, London, Kogan Page Ltd., 2000, pp. 838–839.
2. Manikutty, S., “Manager as a Trainer, a Coach and a Mentor”, *Vikalpa*, April–June 2005, pp. 57–63.

(b) Understudies system. In understudies system, the trainees work directly with individuals whom they are likely to replace. However, its disadvantage as a training method is because of the possibility of an imitation of weak as well as strong points of the seniors.

(c) Special project arrangements. These are likely to be highly effective training systems. In these systems, for example, a trainee may be requested to develop a particular process of paper-coating. Sometimes, a taskforce is built representing varied functions in the company. The special projects enable the trainees to achieve knowledge of the subjects assigned to them as well as learn to deal with others having varied viewpoints.

In recent years, there is focus on ‘monitoring’ as a development method. Box 8.1 provides a brief description of the superior manager’s role as a mentor in developing his/her subordinate managers.

Conclusion

The training and development methods discussed purport to develop specific qualities of managers. As Flippo has suggested, for example, in-basket methods, business games and case studies purport to develop decision-making skills while role-playing, sensitivity training and structured insight are likely to develop interpersonal skills of the managers. Further, on-the-job experience, coaching, and understudy provide job knowledge, whereas position rotation and multiple management enhance organizational knowledge. Again, special courses, special meetings and outside readings help in developing general knowledge, while special projects, counselling, etc., help to meet the specific needs of the managers.

8.3.2 Sequence of EDPs

The Executive Development Programmes follow the sequence as mentioned below:

- 1. Analysing the development needs:** Firstly, the development needs of the organization for the present as well as the future are determined. It is essential to evaluate the number of executives and the type of personnel required for the fulfillment of present and future requirements of the organization.
- 2. Appraisal of the existing managerial talent:** A qualitative appraisal of the present executives in the organization is done to ascertain the kind of executive talent present within the establishment.
- 3. Inventory of manpower in the management:** An inventory of the qualified manpower is prepared and a variety of development programmes is selected. This inventory helps in providing the data necessary to identify the qualified personnel for organizational development.
- 4. Planning individual development programmes:** A development programme should be prepared for each personnel in the management as each individual consists of a unique set of emotional, physical and intellectual character traits.

NOTES

NOTES

5. Establish a training and development programme: It is the duty of HRD of an organization to prepare a comprehensive and well-structured training programme.

6. Evaluating developing programmes: An organization incurs a heavy expenditure in terms of monetary resources, time and effort for the executive development programmes (EDPs). Therefore, it is necessary for the management to keep a track of the achievement of programme objectives in order to justify the expenditures.

8.3.3 Periodicity of EDPs

Many organizations are not able to provide the kind of environment which promotes, nurtures and encourages the executive development. They are not able to develop an environment which supports the growth of executive development. There are many reasons for the failure of growth of executive development programmes:

1. Many organizations characterize executive development as a forced ritual rather than follow a structured and systematized approach. The purpose of EDPs is to promote a sincere growth in the organization. In many cases, the EDPs for executives are arranged to provide them with a paid vacation.
2. In some organizations, there is a high expectancy with EDPs and management expects an immediate return on the executed programme, leading to failure due to their impatience. They are more concerned with an immediate pay-off and EDPs selected by them give only business knowledge rather than conceptual insightful knowledge.
3. Organization obtains the service of professional trainers for EDPs for their executives. These arrangements incur difficulties in the form of trainers not giving adequate information about the functions of the organization for which the programmes have been designed. Therefore, due to the gap in training, impartibility and irrelevance, EDPs suffer from lack of success.
4. Sometimes, the training given for EDPs does not match the organization's philosophy. Due to such irregularity in the training system, the executives have a negative impression and they deal with situations in their organizations in a negative manner as well.
5. The post evaluation system after the training is conducted is essential for the efficiency and effectiveness of EDPs.

Check Your Progress

3. Give one limitation of role-playing for managerial development.
4. What is the role of counselling in executive development programmes?

8.4 DESIGNING EXECUTIVE DEVELOPMENT PROGRAMMES (EDPS)

Skills required in managerial positions are developed by using the following procedures.

(i) Planning for management development

Planning for management development programme deserves utmost attention. At the very outset, objectives of the programme should be defined. The objectives, as indicated earlier, must be to prepare managers to function more effectively in their existing positions and maintaining a force of qualified personnel to hold higher positions in the future. Specifically, these programmes purport to keep managers up-to-date in respect of technological and scientific advancements, provide a knowledge of business responsibilities, develop a broader perspective and provide an understanding of people. The second step relates to evaluation of present managers. The strengths and limitations of these managers are to be assessed in terms of job requirements.

(ii) Implementing management development

After careful planning of the management development programme, several steps are taken depending upon its nature. It is largely held that future top executives should start their career from the lower cadre followed by well-planned training and sequence of experiences. The next step, thus, is to assign each executive the responsibility of preparing a replacement for him. However, the overall responsibility for the programme lies with the personnel manager who has easy access to top executives. The committee headed by the personnel manager may also be handed over the entire charge of the programme. Sometimes, the committee consists of top-level executives. The overall in-charge of the programme constantly evaluates the future needs of the company for executives, selects potential candidates for the development, outlines and plans for developing each candidate, assesses each candidate's progress periodically, and properly maintains a balance between demand and supply of executive personnel.

Thus, depending upon the nature of the programme, the major stages may include organization planning, programme targeting, identifying basic requirements of key positions, executive appraisal, preparing replacement inventories, planning individual development programmes and programme administration. According to the department-store procedure, attempts are made to determine how many new executives would be required after training, recruit trainees and place the candidates on the junior executive level. Usually, this type of training is individual in character and consists of instructions in store system and merchandising practice.

The forecast of managerial demands and supplies with target dates involves the consideration of the nature, size and scope of the future organization. In addition,

NOTES

attempts should be made to identify the duties and responsibilities to be attached with the executive positions. This will provide a basis to infer the nature of the required training and development, and facilitate the selection of participants.

NOTES

(iii) Maintaining replacement tables

The future needs of executives can be accomplished by maintaining replacement tables, indicating the present and future executive positions, their existing incumbents and individuals for promotion to those positions. Explicitly, the replacement table based on organizational planning forms an initial step and is the heart of management development. Obviously, the replacement table implies preparation and maintenance of an executive inventory including both present and future prospective. The inventory will facilitate the accelerated preparation when emergency arises and indicate alternate routes of advancement. Care should be taken that only the right individuals are picked for the programme on the basis of age, marital status, health, formal training, work experience and personal development. In this respect, the personnel ratings, career pattern and performance in conference sessions can provide valuable guidelines.

(iv) Watching side-effects

Last but not the least, the side-effects must be watched. The resentment caused by passing over some individuals must be dissipated. Effective measures should be taken to balance input with future needs to avoid dissatisfaction, frustration and turnover in higher managerial positions.

8.5 DELIVERY METHODS AND EVALUATION OF EDPS

Executive development is today seen as an intrinsic part of developing an organization's strategy, as well as a potential source of competitive advantage. It results in both knowledge and capability gain for employees, and its aim is to develop people for the sake of the organization's future health.

Clients are different, too. They are now much more proactive: requiring a service that is not only customized to individual needs, but also to the needs of their organization. They expect business schools to deliver a range of services from consultancy to executive development, and a range of delivery mechanics. This runs from the traditional programme to focused projects and distance learning; from top team development to total organizational development. They also expect a school to work with other providers: other business schools, business consultancies, or their own corporate university.

No longer are clients willing to passively accept the design and delivery methods of the business school. They need partnership in delivery; modular and multi-site programmes, with inter-modular projects and designated facilitators who will work to integrate the learning into the organization; action learning as well as

elements of distance learning, ranging from internet chat rooms to more sophisticated virtual learning products.

Gone are the days when companies paid for their employees to attend programmes at which participants would ‘sit at the feet of experts’ – and just listen. In contrast to the past, when the programme was based on what the tutors wanted to deliver, content and design is now much more focused and tailored.

Utilizing and pioneering a range of learning techniques to provide different delivery methods that not only suite an array of individual learning needs, but are able to adapt to any form of organizational constraint is important. Thus, today’s provider of executive development has to be able to meet an organization’s need for a range of HR development interventions and a range of delivery mechanisms. In addition, it has to provide a service that traditionally was provided by other consultancies. Organizations are no longer prepared to simply allow providers of executive development to run programmes and justify their existence on the success of a programme.

8.5.1 Evaluation of EDPs

Let us now discuss the evaluation of employee development programmes.

Accomplishing Objectives

A management development programme should be carefully evaluated with a view to determine the methods, procedures and devices that are most effective. Attempts should be made to assess the extent to which these programmes have helped accomplish the objectives and goals purported to be achieved at the very outset of the programme. As Yoder *et al.* observe, the assessment of the programme involves establishment and maintenance of detailed personnel records for all participants, periodic opinion surveys of participants, superiors, peers and subordinates regarding the value of the programme and the periodic audit of the entire programme. The costs of the programme should largely be borne by the department where the trainees are working. Costs of the outside programme should be borne by the personnel department. However, it is very difficult to estimate the costs of such programmes and assess the benefits emerging from them.

Using varied approaches

Indeed, the assessment of management development is much more complex than evaluating the value of employee training. This is because a managerial job is highly intangible, and data regarding changes in performance are not easily accessible. However, several approaches have been proposed to assess the effectiveness of management development programmes.

The group can be measured before and after the programme, and a comparison can be made to ascertain whether or not organizational behaviour has improved within the trained group. Profitably, a control group can be carefully selected which is akin to the experimental group, in all respects, but unlike the

NOTES

NOTES

latter group, it has no exposure to a training or development programme. A comparison between the experimental and control groups, especially after considerable period of time, say, one year or so, is likely to provide an effective measure of value of programme. However, the results of several studies relating to the evaluation of these programmes are contradictory.

Check Your Progress

5. What should be the key objectives of 'planning' in management development programmes?
6. How can the effectiveness of management development programmes be assessed?

8.6 DEVELOPING MIDDLE MANAGERS: RECENT TRENDS IN INDIA

Let us begin by discussing developing middle managers for flatter structures.

Developing middle managers for flatter structures

Ray reports how Ashok Leyland, BPL, Ramco Systems and ITC retrain their middle managers for tomorrow's flatter hierarchies. The fate of middle managers has become quite uncertain as the result of recent efforts of the enterprises to burn the fat off their middle. In several cases, there are efforts to shed the entire levels to adopt flatter hierarchies. The top management expects that the new age middle managers should be equipped with multiple skills, teammanship, customer-orientation, entrepreneurship, leadership skills, trainership qualities and technological competence.

The role of middle managers has become more strategic in nature. They are expected to make available operational information for strategic decision-making by the top management team. Indeed, they are also in the best position to generate strategic thinking. In addition, retraining of middle managers is also required for another reason. The act of putting them into career development programme relieves them from the trauma of a retrenching world as well as enables them to regain their motivation and self-confidence. As J.N. Amrolia, executive director (personnel), Ashok Leyland, points out, "Middle managers are the backbone of a company. If retrained, they are the biggest assets, otherwise they are liabilities." This emphasizes that they must be retrained to acquire the skills needed for their new role in the corporate sector in India.

Retraining middle managers for multiple skill development

Retraining facilitates development of multiple skills which enable middle managers to work in cross-functional teams as well as to make available inputs for strategic business decisions to the top management. The need for developing generalists

rather than specialists for its diverse fields of business has been realized by ITC. Accordingly, it has been making use of both in-house as well as external training programmes. The in-house programme is called business-orientation programme. Externally, managers are sent for training at international business schools, including Wharton and Kellogg. The business orientation programme has been found useful in building an overall global business perspective. It also facilitates an understanding of business strategy formulation and the relationship between corporate and functional strategies. Attempt has been made to identify competencies for key results for middle managers. This helps the company in sharply focussing on the training programme design.

The competencies relate to three categories: technical, generic and behavioural. The technical skills refer to skills and knowledge needed for the function. The generic competencies relate to the additional information needed for a larger perspective in business.

The behavioural competencies involve behavioural qualities required to perform the job effectively. As ITC's corporate human resource vice-president observes, "In the last five years, we have realized the need for training generalists. You now need to transform people from a functional orientation to a generalistic orientation." There is also a trend to use job rotation as a strategy to build multiple skills. The examples are BPL and Ashok Leyland. Recently, Ashok Leyland attempted to build job rotation into the junior managers' career progression. Thus, to become eligible for promotion to the middle management level, the junior executives are required to have experience of working in at least three functional areas.

Retraining middle managers for teammanship

The changing operational structure necessitates that the middle managers operate as a democratic team member. This shows an urgent need for building team-playing skills among them. Keeping in view this need, Ramco trains its executives through para-sailing events and rock-climbing expeditions. This is a very common experience for the managers of this Madras-based software company. The executives usually participate in such outdoor training exercises in conjunction with management games to build team spirit. Likewise, Ashok Leyland also makes use of business games and T-groups to develop team spirit among its executives. Besides these techniques, efforts are also made by several companies to conduct attitudinal surveys to evaluate team-worthiness among their executives.

The ITC has been regularly using team-building exercises for their middle executives. As Nayak points out, "At ITC, we are interested in producing not champions but champion teams."

Developing customer-orientation through retraining middle managers

There is an emerging trend to focus on quality and the consideration that the customer is the 'king' in view of intensifying competition. This necessitates that middle level managers are developed to cope with a buyer's market.

NOTES

NOTES

Keeping in view this trend, both BPL and Ashok Leyland have geared their total quality management programme towards customer satisfaction. BPL has organized several programmes on statistical process control for its middle managers since 1992. Ashok Leyland has started recording customer reactions on video and playing it back to its managers and workers, as a strategy to familiarise them with market realities. In addition, it also arranges in-house training programmes for its executives to help them deal effectively with customers and solve the service-related problems, including non-availability of spare parts. Likewise, Rimco has been conducting a two-day interactive programme on customer-orientation for its middle executives, where they exchange notes on customer service issues.

Retraining towards entrepreneurship development among middle managers

The companies require entrepreneurial skills for varied reasons as soon as they grow and diversify into new business areas. This necessitates that middle managers are equipped with such skills to head strategic business units. Take the example of BPL. It sponsors its middle executives to go through a 10-month training on manufacturing excellence. This course is organized by IIM, Bangalore, to provide an idea of the global business environment.

After the training programme, they are placed as executive assistants to the managing directors in varied companies of the group. There is provision to give them independent charge of the new projects after three years.

Building leadership skills among middle managers

There is an increasing need for middle managers to develop and build the innovative leadership qualities, required for both spearheading teams as well as contributing as key team members. BPL imparts leadership training to its middle managers using external consultants. Ashok Leyland and Ramco utilize management games and outbound training exercises to develop leadership skills among their middle executives. Through such training exercises, Ramco evaluates leadership potentials of its executives and arranges training programmes to develop desired leadership skills. Ashok Leyland has incorporated standardized leadership modules in its varied training programmes, and makes it imperative for junior executives to go through leadership training within six months of their promotion as middle managers.

It also arranges leadership training for managers who are considered poor leaders through performance appraisals.

Developing trainers through retraining middle managers

The middle managers are also expected to impart training to team members, junior managers and trainees in their areas of specialization. Take the example of Ashok Leyland. Its middle managers are required to act as in-house faculty while 8 to 10

junior executives are also put under them for mentoring. Likewise, BPL provides a six-day training to its middle managers to enable them to conduct induction programmes for management trainees. As its senior executive, Krishna Kumar points out, “We first identify some middle managers and then entrust them with the responsibility of training other managers.” Ramco also uses its middle executives as internal faculty to impart technical training to its employees. Initially, these executives are required to go through a two-day in-house training programme. Thereafter, they are sponsored for intensive training at leading business schools.

NOTES

Building technical competence among middle managers

In conjunction with the development of these critical skills, the middle managers are also required to have technological competence. This has become imperative in view of the dynamic nature of business and rapid technological changes. Enterprises such as Ramco, marked by constant technological changes, are moving towards this direction of building technological competence of their middle managers. Likewise, managers at BPL are trained in quality function development as a strategy to prepare them to translate customer feedback on the product in technical language. Similarly, Ashok Leyland builds technical competence of their middle manager vis-à-vis manufacturing technology and product technology. The training in manufacturing technology develops technical skills for the optimal application of new machinery. Through training in product technology, attempts are made to update middle managers vis-à-vis the latest products in conjunction with maintenance and servicing norms across the globe. It also imparts advanced course at BITS, Pilani for their middle managers.

Ray summarizes the best practices pertaining to retraining of middle managers as follows:

- identify the competence and skill that middle managers are required to possess;
- redesign training schedules merely to retrain middle managers for their new roles;
- make substantial provisions of training budget to retrain middle managers;
- use job rotation as a crash programme in retraining middle managers; and
- expose middle managers to key customers frequently.

Check Your Progress

7. List some of the games and techniques that can prove useful to build team spirit.
8. Name two companies that use management games and outbound training exercises to develop leadership skills among middle managers.

8.7 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

NOTES

1. The key objectives of executive development are: to ensure a steady source of competent people; to prevent managerial obsolescence by exposing the managers to new concepts; to prepare the employees for higher assignments so that they may be promoted from within.
2. The two important methods of executive development are — i) On-the-job methods; and ii) Off-the-job methods.
3. The major limitation of role-playing for managerial development is that senior executives avoid responsibility and act only as observers, while the junior executives become unduly concerned.
4. One of the key roles of counselling is that it helps the trainees to identify their weakness. Once the weakness and other drawbacks have been identified, different measures can be introduced to overcome them.
5. The key objectives of ‘planning’ in management development programmes should be to prepare managers to function more effectively in their existing positions and maintaining a force of qualified personnel to hold higher positions in the future.
6. There are a number of ways to assess the effectiveness of management development programmes. One of the common methods is — a group can be measured before and after the programme, and a comparison can be made to ascertain whether or not organizational behaviour has improved within the trained group.
7. There are a number of games and techniques that can prove to be useful in building team spirit. Some of common practices are business games, parasailing events, rock-climbing expeditions and so on.
8. Ashok Leyland and Ramco utilize such methods to develop leadership skills among middle managers.

8.8 SUMMARY

- Executive or management development is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge.
- In this age of professionalization of management, the importance of executive development cannot be minimized. In fact, executive talent is the most important asset of an organization.

- Some of the key objectives of executive development are to ensure a steady source of competent people, to prevent managerial obsolescence by exposing the managers to new concepts, etc.
- Managers are largely made, not born. This statement forms a basis for numerous management development programmes (EDPs).
- Some of the important types of EDPs are job rotation, syndicate system, conference and sensitivity training, among others.
- Development of mentor-protégé relationship is very important in organizations. It helps in developing leadership and careers of the protégées and in tackling projects.
- There are various procedures of designing EDPs. Planning for management development programme deserves utmost attention.
- A management development programme should be carefully evaluated with a view to determine the methods, procedure, and devices that are most effective.
- The role of middle managers has become more strategic in nature. Many of the Indian companies such as Ashok Leyland, BPL, Ramco Systems and ITC also conduct programmes to retrain their middle managers for tomorrow's flatter hierarchies.

NOTES

8.9 KEY WORDS

- **Management Games:** It is a classroom exercise in which teams of students compete against each other to achieve common objectives.
- **Executive or Management Development:** It is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge.
- **Job Rotation:** It is the practice of moving employees between different tasks to promote experience and variety.
- **Coaching:** It involves direct personal instructions and guidance usually with demonstration and continuous critical evaluation and correction.

8.10 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is the importance of executive development?
2. What do you understand by job rotation?

3. Define the term multi-management.
4. Write a short note on nature of executive development.
5. What is the basic concept of designing executive development programmes?

NOTES

Long Answer Questions

1. Discuss the concept of executive development.
2. What are the different forms of off-the-job methods?
3. Discuss the different types of executive development programmes.
4. Discuss the methods used by the Indian companies in enhancing varieties of skills of middle managers.

8.11 FURTHER READINGS

Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.

Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.

Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.

Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.

Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

BLOCK – III
APPRAISAL AND AWARDS

*Evaluating Effectiveness of
Training and Development
Programmes*

**UNIT 9 EVALUATING
EFFECTIVENESS OF
TRAINING AND
DEVELOPMENT
PROGRAMMES**

NOTES

Structure

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Methods of Evaluation of Effectiveness of Training
 - 9.2.1 Key Performance Parameter
- 9.3 Answers to Check Your Progress Questions
- 9.4 Summary
- 9.5 Key Words
- 9.6 Self Assessment Questions and Exercises
- 9.7 Further Readings

9.0 INTRODUCTION

In the previous unit, you learnt about executive development programmes. In this unit, the discussion will turn towards methods of training evaluation as well as the key performance parameters. The evaluation of training programmes entails the examination of the effectiveness of the programmes. Such an examination is undertaken by collecting data on whether employees are satisfied with the deliverables of the training program, whether they learned something from the training and are able to apply those skills at their workplace.

9.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the different models of evaluation
- Discuss the key performance indicators

9.2 METHODS OF EVALUATION OF EFFECTIVENESS OF TRAINING

NOTES

Training evaluation models trace their roots to the measurement and evaluation practices of psychology. The practice of evaluation has also been influenced by learning and instructional theories of educational psychology. Particularly influential is the four-level model of Kirkpatrick, which we shall be outlining along with some other principal models.

Kirkpatrick's Model

The evaluation model put forward by Kirkpatrick has received most attention from trainers and experts since its introduction. Kirkpatrick identified four levels of evaluation which are as follows:

LEVEL 1: Reaction: The first level measures the reactions of trainees in the training programme. This is different from an objective assessment of the programme in 'real' evaluation terms. This level measures trainees' reaction to the training process, to the course events, the conduct of the training event etc. This level is concerned with questions like:

- How well did trainees like the event?
- Were the participants happy with the training?

LEVEL 2: Learning: This level evaluates the extent of change in trainees as a result of participation in the training programme. This level attempts to determine the degree of change in behaviour, increase in skill or knowledge in the trainee after the training experience. Validation measures at the end of the training programme provide information about:

- What did trainees learn?
- What principles, facts and techniques were learnt by trainees?
- Was there any improvement in skill levels after training?

LEVEL 3: Behaviour: This level measures the change effected by the training event in terms of job behaviour and performance. The behaviour referred to at this level is not only interpersonal behaviour but also the transfer to work of the trainee's knowledge, attitude and skills following the training programme. It seeks to evaluate the implementation of learning acquired at the training event. The principal questions raised at this level are:

- What did the trainees do with the learning?
- Did the participants change their behaviour based on what was learnt?

LEVEL 4: Results: This level extends the changes observed and implemented in Level 3 in an attempt to rationalize the cost and value-effectiveness of the learning. This level attempts to evaluate the tangible, positive effects of change on the

organization in terms of organizational improvement. The principal question raised at this level is:

- Did the behaviour change have a positive effect on the organization?

Some trainers and critics found the model silent on activities of the learner before the training programme. And some found that it did not cover the financial aspect adequately. Jack Philips added two more levels to Kirkpatrick's four-level model:

LEVEL 0: This level covers activities of the trainee before he attends the training programme. It covers actions which lead to the start of full evaluation process. It includes calculation of (before attending) base level value of trainees who will attend the training. This calculation and collection of base line data later enables better evaluation of changes that may have occurred as a result of training.

LEVEL 5: This level covers the financial results, especially the return on investment (ROI). ROI refers to the process of assessing the cost-and-value effectiveness of training, which in turn leads to assessment of returns provided by training to organisation, in terms of effectiveness, growth and development. Organizations conduct ROI assessment to determine the value added by training to the organisation. But most trainers and experts feel that Kirkpatrick covers this aspect adequately in his level 4.

We will discuss the level in detail later on in the unit.

Hamblin's Model

Hamblin suggested an evaluation model having five levels:

LEVEL 1: Reaction: At this level, evaluation is carried out during, immediately after and sometime after the training event. The evaluator seeks reactions to a range of factors.

LEVEL 2: Learning: At this level, evaluation is carried out before and after the training event. At this stage, the evaluator seeks to determine the developmental change in a trainee in terms of knowledge, skills and attitudes.

LEVEL 3: Job Behaviour: At this level, the evaluator seeks to identify change in job performance of the trainee as a result of training. Evaluation is carried out before and after the training event.

LEVEL 4: Functioning: At this stage, the evaluator quantifies the effect of training event on the trainee's department and the organization. Quantification of effect is done on the basis of cost-benefit analysis.

LEVEL 5: Ultimate value: At this evaluation level, the evaluator determines the extent of impact of training event on the ultimate profitability or survival of the organization.

Warr, Bird and Rackham's Model

Warr, Bird and Rackham identified four categories for the purpose of evaluation:

NOTES

NOTES

Context evaluation

Within the context category, the evaluator reviews operational context of the training event, needs identification, the performance gaps that needs to be filled by training, training objectives, changes in operational performance at an intermediate stage, immediate objectives and their achievement.

Input evaluation

Input evaluation deals with the evaluation of the training events, including the training methodology, training content, trainer performance etc.

Reaction evaluation

In this category, the evaluator seeks to evaluate the reaction of trainees to the training event. Data is collected before and after the training event.

Outcome evaluation

The experts suggested four stages for conducting outcome evaluation, which include:

- Definition of training objectives
- Construction of evaluation instruments
- Use of the instruments
- Review of the results

Apart from these models, there are other models of evaluation also which the trainers use according to the suitability of situations. These models are listed below:

- Bloom's taxonomy model
- Robert Stake's Responsive Evaluation model
- Robert Stake's Congruence-Contingency model
- PERT (Programme Evaluation and Review Technique)
- Alkins' UCLA model
- Michael Scriven's Goal-Free Evaluation model
- The American Evaluation Association model

Let us examine some of these models in greater detail.

Bloom's Taxonomy model

Benjamin S. Bloom's books, *Taxonomy of Educational Objectives: Handbook 1, The Cognitive Domain* and *Taxonomy of Educational Objectives: Handbook 2, The Affective Domain* emphasize on the 'knowledge, skills and attitudes' structure of training method and evaluation. This model provides training developers with an effective structure for not only designing but also evaluating training programmes. The model consists of three 'overlapping domains', which are as follows:

- Cognitive domain (knowledge)
- Affective domain (attitudes)
- Psychomotor domain (skills)

Bloom organized these domains progressively on the premise of degree of difficulty. In simple words, the trainee had to master one level before progressing to the next. From an evaluation perspective, Bloom's taxonomy provides a 'readymade checklist', that organizations can use to design an evaluation procedure for assessing the success of the training at each level or domain.

NOTES

Robert Stake's Responsive Evaluation model

Robert Stake was critical of most approaches to evaluation as he found them to be 'preordinate' because of the emphasis placed on:

- Statement of goals
- Use of objectives
- Standards held by program personnel
- Research type reports

As an alternative to the traditional goal and test oriented evaluation plans, Stake provided his evaluation plan known as 'responsive evaluation'. According to Stake, 'It is an evaluation based on what people do naturally to evaluate things: they observe and react.' The whole objective of Stake's evaluation model is to reduce the element of subjectivity inherent in the traditional evaluation models. Stake considered evaluation as responsive if:

- It focuses on program 'activities' rather than on program 'intent'
- It responds to trainees requirements for information
- The trainees different value perspectives are considered while judging the success or failure of the programme.

Alkin's UCLA model

This model of evaluation includes the following steps:

- Systems assessment: it is the process of collecting data or information for the purpose of assessing the system.
- Programme planning: after the assessment the training programme is planned or selected to suit the specific learning needs.
- Programme implementation: the next step is to implement the programme and collect related information to ascertain whether it was introduced appropriately or in a desired manner.
- Programme improvement: information collected during implementation is analysed to assess whether the desired objectives are being achieved or the learning program is leading to outcomes which are not in the scheme of the things.

- Programme certification: it refers to the process of evaluating the value, or in training terms ‘utility’ of the programme and also deciding on its future use.

NOTES

The ROI process

Jack Phillips provides a rather simple and systematic model for calculating ROI. He simplifies the complex process with simple sequential steps, which follow one another. Following figure will help you understand the process of calculating ROI.

Converting data to monetary values

For calculating ROI, the collected data has to be converted into monetary value so that it can be compared to the cost incurred. In this step of the ROI process, a monetary value is placed on each unit of data connected with the programme. Following are some of the methods used for converting data into monetary values:

- Conversion of output data into profit contribution or cost savings
- Calculation of cost of quality and conversion of quality improvements into cost savings.
- Training programmes involving time-saving techniques
- Use of organizational cost data to determine the specific value of improvement
- Use of external and internal experts to estimate the value of improvement
- Use of external databases, such as government and industry databases, to estimate the value or cost of data items
- Using the trainees to estimate the value of a data item
- Using supervisors and line managers to assign values to the improvement shown due to training
- Using senior management to provide estimates on the value of improvement
- Using HRD staff estimates to determine the value of an output data item

This is the most vital step in ROI process because it is this step which enables the evaluators to determine the value of training programme in monetary terms.

Tabulating program costs

For completing the ROI process, it is necessary to tabulate the costs involved in conducting the training programme. Tabulation of costs involves monitoring all the costs before, during and after the programme. Among the cost components, the following are included:

- Cost of designing and developing the programme
- Cost of training material
- Cost of trainer(s); in case of internal staff trainer, his salary is the cost component and in case of external consultant, the cost is his fees.

- Cost of training
- Travel, boarding and lodging costs of the trainees and external trainers
- Salaries and benefits of employees who attend the training programme
- Administrative and overhead costs

The above-mentioned costs are broad and general; specific costs are difficult to list as these would be determined by the specifics of the training programme. The cost of conducting training needs assessment will give a more accurate cost benefit assessment.

Calculation of ROI

The return-on-investment is calculated in the following manner:

$$\text{Benefit-cost ratio} = \text{Program benefits} / \text{Cost}$$

$$\text{Net benefit} = \text{Program benefit} - \text{Cost}$$

$$\text{ROI} = \text{Net benefit} / \text{Program cost}$$

Levels of Evaluation

A four-level model for evaluation of training was developed by Donald Kirkpatrick. His four levels of evaluation consisted of reaction, learning, behaviour and results. Measurements at each level were based on the objectives established in the design phase. Following is the detailed explanation of the four levels as enunciated by Kirkpatrick.

Level 1

Level 1 assesses the reaction of the trainees to the training experience. The level focuses on the trainees' immediate response to training experience. The level looks at what the trainees thought of training experience and includes experiences such as quality of training materials, trainer or instructor skills (presentation skills, content, subject expertise, ability to manage trainees), course content and its relevance to the job, infrastructural facilities, administrative support etc. In practice, reactions are often measured using what are sometimes called review sheets, which look like customer satisfaction surveys. Measuring reactions, according to Kirkpatrick, is important for several reasons:

- Measuring reactions provides valuable feedback which not only helps in evaluation but also aids in improving the design of the training programme in future.
- Reactions imply that the trainers are there to do their best to train and help trainees achieve desired performance levels, but they do need an effective feedback to determine how effective they were during training.
- Reaction sheets can provide trainers with quantitative information that can be used to establish standards of performance for future programmes.

NOTES

NOTES

Level 2

Level 2 consists of two aspects or parts. The first part is learning and the second part focusses on demonstration of learning. This is the extent to which trainees improve their knowledge, skills, and attitudes as a result of training experience. Level 2 attempts to determine the level of learning that took place and looks at changes induced by learning. For example, did the computer training course improve the word processing skills of trainees?

Level 2 also addresses the demonstration of learning within that training experience. This is the demonstration side of the training content, and is where the trainees practice their new skills or behaviour. While the practice is going on, an observer with a checklist observes the trainee's demonstration of skills to ensure that the demonstration of new skill or behaviour is up to the desired standards. For example, a coaching programme teaches five steps in coaching. For practice, the participants can role-play a coaching session demonstrating the five steps. An observer has an observation feedback (evaluation) instrument. This instrument could be a simple yes/no questionnaire to indicate if the behaviour was observed or a scaled instrument to reveal the extent to which the learner demonstrated the five steps.

Level 3

Level 3 evaluation measures behaviour or transfer to the job. The idea of transfer is simply the shifting of something from one place to another. We shift residences from one place to another. Similarly for learning, the knowledge, skills, and attitudes gained in the learning experience shift to the work environment and job. This shift is measured in how much training knowledge or skills are applied on the job by the trainee after training experience.

Transfer also consists of two parts. Effective transfer of learning is both a design issue and an environmental issue. The first part is the use of new knowledge, skills and attitudes on the job. Are participants using the learning on the job? To what extent? Did the learning experience provide them with only the content for knowledge transfer or also the skills and tools to apply the course content to their job?

The second part of Level 3 is work environment, which either supports the transfer of learning or hinders the transfer. For example, one of the barriers to transfer could be the line manager prohibiting the use of new skills. Another barrier could be the lack of tools or equipment – i.e. if the equipment or tools that were used in training for practice are not available at work.

At the same time, the work environment can also support the transfer process. For facilitating transfer of learning, organizations can incorporate some enablers in the design and can also establish management practices to support learning. The design can include instructional strategies that support transfer. These can be such things as performance contracts, action planning, and involving

management in delivery and action learning, etc. On the job, the immediate manager can have a discussion with the trainer as to how to incorporate training in job assignments. The challenge for the designer, trainer, and manager is to create and sustain an environment that enhances transfer and reduces barriers to transfer.

Level 4

Level 4 evaluation assesses results that include both the impact of training on the organization and return on investment (ROI). This is the stage when evaluation process enters into business metrics. Did the business metric change due to training? Were there fewer grievances and complaints? Was turnover reduced? Did cost decline? The evaluator must monitor results to measure the impact. After all, the change in business is the reason for training in the first place.

Outcomes used in evaluation

Some training practitioners and experts felt that training outcomes are useful for evaluating training programmes. And they classified training outcomes into five categories: Cognitive outcome, skill based outcome, affective outcomes, results, and return on investment.

- **Cognitive outcomes**

Cognitive outcomes measures the knowledge acquired by the trainee in the training session. It measures the trainees understanding of concepts, principles, procedures and processes which were discussed in the training session. Cognitive outcomes are measured by using pencil/pen paper tests like multiple choice questionnaire or work samples.

- **Skill-based outcomes**

Skill-based outcome refers to the measuring of skills which were learnt during training. It is basically evaluation of the level of psychomotor or technical skills. The level of skills acquired is measured by observation or work samples. A skill-based outcome also measures the transfer of skills to the job and is mostly measured by observation. For instance, a line manager may observe a trainee's behaviour or skill and rate him. Or a senior training manager may observe the trainer while making presentations and evaluate his presentation skills.

- **Affective outcomes**

These are outcomes related to motivation, attitude and reaction. One of the affective outcomes that evaluators are keen on measuring is the reaction outcome of trainees. Reaction outcomes measure trainees' response to a training event such as training facilities, trainer performance, etc. These are also known as trainer evaluation. Trainees' reactions are sought typically after the training event and are used to gather information on training aspects. This information is used to understand the factors that contributed to learning and identify the barriers to learning. Other affective outcomes that might be

NOTES

NOTES

collected in an evaluation are a trainee’s motivation to learn, his customer service orientation, etc.

• **Results**

Results refer to overall benefit of training for the organization. Result outcomes include improved safety at work site, increased production, decrease in customer complaints etc.

• **Return on investment**

It refers to comparing the benefits of training with the cost of training. The cost-benefit analysis looks at the total cost to produce a training programme and attempts to quantify the benefits. Cost includes everything from the needs assessment, through design, development, delivery, and finally the follow up. Both direct and indirect costs are used to determine the cost of the programme. Total benefits of the programme may be reduced costs or increased revenues directly attributable to training. In many cases, benefits can only be estimated.

Table 9.1 Outcomes Used in Evaluating Training Programmes

Outcome	Example	How it is measured?	What is measured?
Cognitive outcomes	<ul style="list-style-type: none"> • Safety regulations • Communication principles • Filing procedure 	<ul style="list-style-type: none"> • Multiple choice questionnaire • Work sample 	<ul style="list-style-type: none"> • Acquisition of knowledge
Skill-based outcomes	<ul style="list-style-type: none"> • Presentation skills • Flying skills • Word processing skills 	<ul style="list-style-type: none"> • Observation • Work sample • Ratings 	<ul style="list-style-type: none"> • Behaviour • Skills
Affective outcomes	<ul style="list-style-type: none"> • Motivation to learn • Satisfaction with trainer presentation 	<ul style="list-style-type: none"> • Interviews • Focus groups • Attitude surveys 	<ul style="list-style-type: none"> • Motivation • Reaction to training programme • Attitudes
Results	<ul style="list-style-type: none"> • Productivity • Customer service orientation • Customer complaints 	<ul style="list-style-type: none"> • Observation • Performance records 	<ul style="list-style-type: none"> • Benefits to the company
Return on investment	<ul style="list-style-type: none"> • Currency, which can be in rupees, dollars, pounds 	<ul style="list-style-type: none"> • Comparison of cost and benefits 	<ul style="list-style-type: none"> • Economic value of training

9.2.1 Key Performance Parameter

Evaluation techniques of training measures reaction, learning, behaviour and result. However, organizations can measure different key performance parameters to get a good idea about the effectiveness of training. These are as follows:

- **Level of Engagement:** This parameter tracks the employee’s activities and examines how they utilized the program. Some of the measurables that can be examined related to the volume of training are total hours of training, training hours for individual, learners and number of training programs organized, and so on.

- **Headcount:** Aside from counting the number of employees participating in training, one must also look at the number of unique participants, total number of employees requiring training and training penetration rate, that is, the percentage of employees completing a course or a content area of training compared to total number of employees employed.
- **Training Feedback:** A post-training survey is used to ask employees about the effectiveness of the training program.
- **Expenditure:** Another measurable is to calculate the overall expenditure of the training program, that is, the total cost of training.
- **Learning:** This parameter examines the employees before and after the training to verify the impact of the program.
- **Behaviour:** This is another parameter to measure training effectiveness. Managers must look out for a change of pattern in employee behaviour after a training program. This change in pattern is related to training objectives. For example, if employee training aimed at time reduction, managers must see whether employees are actually performing tasks faster or if objectives is related to performance, managers check whether there is any noticeable improvement in performance of the employee.

NOTES

Check Your Progress

1. What has influenced the practice of evaluation?
2. List Kirkpatrick's four levels of evaluation.
3. How do reaction sheets help trainers?

9.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The practice of evaluation has also been influenced by learning and instructional theories of educational psychology.
2. Donald Kirkpatrick four levels of evaluation consisted of reaction, learning, behaviour and results.
3. Reaction sheets can provide trainers with quantitative information that can be used to establish standards of performance for future programmes.

9.4 SUMMARY

- Training evaluation models trace their roots to the measurement and evaluation practices of psychology.
- The evaluation model put forward by Kirkpatrick has received most attention from trainers and experts since its introduction.

NOTES

- There are other models of evaluation also which the trainers use according to the suitability of situations. These models include Bloom's taxonomy model, Robert Stake's Responsive Evaluation model, Robert Stake's Congruence-Contingency model, PERT (Programme Evaluation and Review Technique) and Alkins' UCLA model.
- Some training practitioners and experts felt that training outcomes are useful for evaluating training programmes. And they classified training outcomes into five categories: Cognitive outcome, skill based outcome, affective outcomes, results, and return on investment.
- Evaluation techniques of training measures reaction, learning, behaviour and result. However, organizations can measure different key performance parameters to get a good idea about the effectiveness of training.
- Level of engagement tracks the employee's activities and examines how they utilized the program.
- Aside from counting the number of employees participating in training, one must also look at the number of unique participants, total number of employees requiring training and training penetration rate.

9.5 KEY WORDS

- **Parameter:** It is any characteristic that can help in defining or classifying a particular system.
- **Headcount:** It means an instance of counting the number of people present.
- **Return on Investment:** It is a performance measure used to evaluate the efficiency of an investment or compare the efficiency of a number of different investments.

9.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Write a short note on Warr, Bird and Rackham's model of evaluation.
2. What is the Bloom's taxonomy model?
3. What is responsive evaluation?

Long Answer Questions

1. Examine Kirkpatrick model of training evaluation.
2. Explain Hamblin's model of evaluation
3. Discuss some of the key performance parameters.

9.7 FURTHER READINGS

- Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.
- Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.
- Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.
- Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.
- Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

NOTES

UNIT 10 EVALUATION OF TRAINING

NOTES

Structure

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Evaluation of Training: Meaning, Nature and Significance
- 10.3 Types of Evaluation
 - 10.3.1 Implications of Evaluation
- 10.4 Answers to Check Your Progress Questions
- 10.5 Summary
- 10.6 Key Words
- 10.7 Self Assessment Questions and Exercises
- 10.8 Further Readings

10.0 INTRODUCTION

The previous unit began the discussion on training evaluation. Primarily, we discussed the methods of training evaluation. This unit discusses training evaluation in detail.

As individuals, we are perpetually evaluating or assessing everything — from quality of groceries to insurance policies. While evaluating anything, individuals have certain standards or criteria in mind for determining its intrinsic value. The criteria may be its quality, its usefulness or its comparative advantages vis-à-vis other products. While buying a cell phone, the buyer will evaluate one cell phone against another. They establish criteria that may include style, cost, features, resale value, etc. Then they evaluate against these standards. Through these standards, they make a decision about buying the particular cell phone. Organizations evaluate training in a similar manner. The training event is evaluated against a standard. Organizations formalize the standards through some instrument which enables consistent evaluation of all training events. The evaluation results are used for making decisions with regard to the utility, design, impact and development of the training course.

The objective of evaluation is to measure the impact of training on organizational effectiveness. The evaluation process involves data collection, which helps organizations make decisions about discarding or expanding the training course, changing the content or instructional strategy. In short, evaluation is an appraisal of training to ascertain its value for the organization.

10.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the meaning, nature and significance of training evaluation
- Examine the different types of training evaluation
- Explain the implications of training evaluation

NOTES

10.2 EVALUATION OF TRAINING: MEANING, NATURE AND SIGNIFICANCE

Evaluation refers to the process of determining the value of something, such as quality of gold or quality of learning content, etc. Evaluation of training refers to the process of collecting data pertaining to training activities. The collected data is analysed to make decisions about training activities. The process of evaluation of training has to be undertaken with care because important organizational decisions are based on it. Prudent decisions to introduce, retain or discard particular training activities can have a major effect on the health of organizations, while poor decisions can have a negative impact on organizations. However, organizational decision-making involves a number of elements like organizational context, current operational status, future plans, etc., but it is the evaluation process, which provides vital inputs for decision-making. In fact, the evaluation process does not lead to decisions; it just provides the decision-maker with data on the basis of which he makes decisions.

Before we attempt to define the term training evaluation, it is necessary to distinguish evaluation from measurement, because most students consider both words to be synonymous. Although ‘evaluation’ and ‘measurement’ are linked, from training point of view they cannot be used interchangeably. Measurement is the process of ascribing a numerical value to different aspects of a training event. It is primarily focused on collecting data about a specific training event or a programme. Evaluation is the process of analysing the data and arriving at some form of judgment about the training event.

There are as many definitions as there are textbooks on training evaluation. But we shall be following the definition provided by *Glossary of Training and Learning Terms* produced by Institute of Training and Occupational Learning (ITOL), UK.

‘The assessment of the total value of a training programme, training system or training course in both value and cost-effective terms (i.e. an effective ROI) differs from validation in that it is concerned with the overall benefit of the complete training programme and its implementation and not just the achievement of the laid-down objectives. It includes all the pre-course and post-course implementation of the learning by the learner at work.’

NOTES

Another simple yet useful definition is provided by Hamblin:

Any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of training in the light of that information.

There are many levels at which a training event can be evaluated, but there are only two basic dimensions to evaluation. Warr, Bird and Rackham identified the two basic dimensions of evaluation as input evaluation and outcome evaluation. Input evaluation covers questions which need to be asked before the training event can be organized. Input evaluation considers those issues of training over which the trainer has choice and control such as:

- Training approach
- External or internal sources
- Format of the training event

Outcome evaluation is concerned with identifying from evidence changes which have occurred as a result of training.

Training evaluation is an ongoing process and is not something which is limited to end of the training event assessment. Trainers evaluate trainees during the session, at the end of the training event, and after the trainees report to the jobs.

During the session: As trainees participate in skill practice, case studies, exercises and simulations, the trainer observes the degree to which trainees have mastered training content.

At the end of the session: This is done to evaluate the trainees' learning and to ascertain their reactions to the training event.

After the training: A couple of weeks or a month after the training event, the trainee's job performance is evaluated to determine whether he or she is applying the newly acquired skills to their jobs.

Purpose of evaluation: Evaluation as a process generates data, while analysis and utility of evaluation as a process lies in the purpose it serves. Following are some purposes for conducting training evaluation—

- **To improve the design of the learning experience:** Evaluation process helps in verifying the needs assessment, training objectives, instructional strategies, training delivery and training content. Verifying these aspects related to training helps in improving future training events.
- **To determine the achievement of training objectives:** Training objectives are stated in measurable terms and evaluation ascertains whether the specified objectives were met or not. Along with achievement, it is critical to know the extent of the achievement of objectives. This allows the trainer to focus on content reinforcement and improvement.
- **To determine the adequacy of the content:** Evaluation helps to identify content-related issues, such as its adequacy, quality, sequencing etc. It helps

in making the content more job-oriented and more learning-oriented in terms of degree of difficulty. Evaluation identifies the alignment of content with training objectives.

- **To assess the effectiveness of instructional strategies:** Evaluation provides the trainer with an understanding of the effectiveness of instructional strategy used. It assesses the relevance of training techniques like case studies, role plays, etc. to the training objective. Evaluation helps to identify gaps in the delivery of training. Instructional strategies, when used as part of evaluation, can measure knowledge, skills and abilities the learning experience offers.
- **To reinforce learning:** Learning has to be reinforced by the trainer during the session, for effective learning. Some evaluation methods can reinforce learning. For example, a test or similar performance assessment can focus on content, so that content retention is measured and evaluated. The measurement process itself causes the trainee to reflect on the content, select the appropriate content area, and use it in the evaluation process.
- **To provide feedback to the trainer:** The process of evaluation is not only meant to evaluate the trainees, in fact it evaluates every aspect of training including the trainer or facilitator performance. Trainer evaluation provides the trainer with feedback in terms of content adequacy, his understanding of the training topic, his training skills, his presentation etc. In short, evaluation provides a performance feedback to the trainer, which helps the trainer in improving his facilitating skills.
- **To determine the appropriate pace and sequence:** Pace refers to the speed with which the trainer conducts his session and sequence refers to the arrangement of topics of the training course. The pace and sequence plays an important role in learning. It considers issues like amount of time required for effective completion of training, flow of content, etc.
- **To provide feedback to trainees on learning:** Giving feedback to trainees on learning aspects is the most important purpose of training. Evaluation provides feedback, which allows trainees to know the area of learning that requires more attention, to perceive any change in knowledge and skills etc. Evaluation feedback allows the trainee to know his learning status vis-à-vis training content.
- **To identify trainees who are learning:** Evaluation can identify those trainees who are making progress in learning and those who are struggling to cope with the training course. Evaluation provides the trainer with data which allows him to identify and focus on trainees who have learning problems with content.
- **To determine business impact:** Evaluation enables identifying shifts in business metrics and contribution of training to organizational growth. Evaluation allows the organization to determine return on investment on

NOTES

NOTES

training programme. In short, evaluation assesses the impact of training on the organization as a whole.

- **To identify learning that is being used on the job:** Evaluation identifies those knowledge and skills which are being used by trainees for effective performance of jobs. This data allows the organization to focus on those knowledge and skills which have utility value at job site for future training programmes.
- **To assess on-the-job environment to support learning:** Training success is not only achieving desired performance levels after the training event but it also ensures successful transfer of learning to job site. Evaluation identifies those factors which support transfer of learning, which could be management support or peer support etc.
- **To build relationships with management:** The whole evaluation process involves sizable management participation. The identification of the business metric, evaluation plan, collection of information, and communication of results, all involve management. This involvement allows the training department to build a constructive and working relationship with individuals who matter in the organization.

Evaluation is a lengthy process of data collection and analysis but the organizations conduct it as it serves the above mentioned purposes.

Check Your Progress

1. What is the meaning of training evaluation?
2. Distinguish between evaluation and measurement.

10.3 TYPES OF EVALUATION

Evaluation is a process of data collection and subsequent analysis of it to arrive at a judgement concerning the value or effectiveness of training. Data collection is the toughest part of evaluation, because it is entangled with issues of reliability and validity. For an evaluator, designing training evaluation is a very challenging task, because no evaluation design can say conclusively that the results of evaluation are completely due to training. However, issues of reliability and validity are not our area of concern, so in the following paragraphs, we shall be outlining different types of evaluation designs, which are available to the trainer to evaluate training programmes.

One-shot programme design

The one-shot programme design for evaluation of a single group after completion of a training programme collects no data prior to it. Many uncontrolled factors, such as the environment (time of day and place) and the trainees' attitudes (energy

levels, accomplishments, perceived ability to transfer the learned concepts, and thoughts about training) might influence the design's measurement and invalidate the conclusions drawn from it.

There are two situations in which this design may be useful: While measuring the performance of a group for which it was not possible to measure performance beforehand, and, when there is no significant knowledge, skill or ability existing before it is conducted.

Single group pre-test and post-test design

This design goes one step beyond the one-shot programme design, as it collects data before and after the training event. To identify improvements in trainees' performance levels, their knowledge, skills and abilities before the training programme are compared with those after it. The shortcoming of the strategy is that it may sensitize trainees to training content, which may affect the post-test measurements.

Single group time series design

This is a series of measurements for evaluating training programmes before and after the event. In this design, the experimental group acts as its own control group. The multiple measurements prior to the programme eliminate the problems incurred when a separate control group is not used. The usefulness of this design is that the repeated measurements after the programme allow for comparison of the initial results and enable the measurement of its long-term effect.

Control group design

The control group design compares two groups, one experimental and one control. The experimental group receives the training programme, whereas the control group does not. Data is gathered on both groups before and after it. Comparing the results of the experimental group to the control group assesses the effect of the training programme. For this design to be acceptable, the two groups must be similar with respect to the selection criteria.

Types of evaluation processes

There are two types of evaluation processes for measuring training event's effectiveness: Formative evaluation and summative evaluation.

- **Formative evaluation:** Formative evaluation activities take place throughout the training process. It starts with identification of needs analysis and continues through till the implementation stages to identify any required revisions.
- **Summative evaluation:** Activities occur at the end of the training programme delivery to determine if the training objectives have been met or not. Summative evaluation can include performance-based evaluation, follow-up or longitudinal evaluation, and programme effectiveness evaluation.

NOTES

Table 10.1 Types of Evaluation Processes

NOTES

Type	Description	Method
Formative	Type of evaluation that assesses the programme before full implementation. Instructional designer usually conducts this with small focus groups	Test materials and instructional methods at each phase of the development.
Summative	Type of evaluation that assesses the final training programme after implementation (example, Kirkpatrick’s evaluation model)	Determine degree to which objectives were met and the results after widespread use of training.

Types of measurement

There are four basic methods for measuring results: Experimental, critical incident, problem solving, and management information system.

- Experimental approach focuses on comparing trained and untrained, pre- and post-trained learners (or some combination of both) on several predetermined measures of performance. After a brief time gap, the results are compared by using a descriptive statistical process to establish the training programme’s effectiveness.
- Critical incident approach requires the trainer to collect specific incidents of improved performance from the trained group to show the effectiveness of training. This approach generates a considerable amount of evaluation data and if the approach is used in a systematic and logical way, the evaluator can continuously tie results to programme objectives.
- In Problem-solving approach, the evaluator is involved in identifying, quantifying, and solving high priority problems. They easily lend themselves to pre and post-measurement and provide high visibility. If training programmes are based on clear objectives that have been developed by careful needs analysis and are directly related to profit producing performance, then the results of training will invariably be quantifiable.
- Management information system approach believes that looking at the effect of training should be part of an ongoing performance tracking and feedback system. Tracking and feedback should include after-training performance and ongoing-progress reports.

Factors that influence the type of evaluation design

Since no evaluation can yield conclusive results, there is no perfect evaluation design. But evaluation process is an integral part of training process, hence, according to S. I. Tannenbaum, and S. B. Woods, the following factors must be considered before selecting an evaluation design:

- Change potential of the design, i.e. assess if the data collected will be useful for implementing changes in training design

- Scale of evaluation, i.e. the number of trainees in the training programme which need to be evaluated
- Objectives of training, i.e. whether the training is focussed on skills, knowledge or attitudes
- Expertise available with the organization to conduct such an exercise
- The cost of conducting evaluation exercise
- The time duration available for conducting the evaluation

Conducting evaluation is complex and time-consuming, so most managers or organizations indulge in a less rigorous evaluation design, which is not expensive, least time-consuming and needs little expertise. But there are situations in which the organizations have to use rigorous evaluation designs, which have been identified by S. I. Tannenbaum and S. B. Woods.

- When evaluation results can be used to change the training programme
- When an ongoing training programme has the potential to affect many employees and customers
- When a training programme involves a large number of trainees
- When cost justification is based on numerical indicators
- When the in-house trainers have the ability to design and evaluate data collected from evaluation study
- When training costs create a need for producing results
- When there is enough time to conduct evaluation
- When the company is interested in comparing two training programmes

Evaluation effectiveness

For evaluation to be effective, several things must be present:

- Evaluation must be linked to needs analysis
- The feedback must be timely. The evaluation data must be given to the appropriate people while the training programme and potential problems are still current.
- Evaluation data must be collected on an ongoing basis throughout the training process, summarized right after training, and acted upon immediately.
- The training environment must support change. The effectiveness of the evaluation system is based upon a training environment that allows change. An environment not supportive of change could result in a situation in which trainers are not obliged to improve training.

10.3.1 Implications of Evaluation

Training evaluation is undertaken by organizations because of its implications to:

NOTES

NOTES

Improve training programme design

A comprehensive evaluation of training generates data that can be used to improve the overall design of a programme, including vital areas of training design, instructional strategy, content, delivery method, duration, timing, focus and expectations. By using evaluation data, training processes can be adjusted to improve learning in future training programmes.

Identify and improve dysfunctional processes

Every training programme is systematically planned and goes through a number of stages before it is finalized. In the process of development, there is always a possibility of some steps being inadequately addressed or misaligned. The most apparent misstep could be the needs assessment or the performance assessment or analysis. An evaluation can determine whether the need assessment was conducted properly, thereby aligning the programme with organizational needs. Additional evaluation can also be undertaken to determine whether organizational interventions are needed in areas other than training and development. Often organizations introduce training programmes to solve issues which might require non-training solutions. An effective evaluation system can identify such situations for the benefit of the organization. Evaluations can be very useful for identifying supportive job environments, which facilitate effective transfer of learning. It can identify processes which hinder the use of learning in work place. In short, effective evaluation is useful for identifying inadequacies in the execution of training plans, thereby helping in improving the training system.

Enhance transfer of learning

Training in itself has no utility value for organizations unless and until the learning is transferred to the job site or work place. Transfer of learning is one of the biggest challenges which confront most organizations' training departments. In fact, research shows that sixty to ninety per cent of job-related skills or knowledge acquired in training is not being implemented on the job by the worker or employee.

Evaluation can play an important role in transfer of learning by identifying barriers which either hinder or do not support learning transfer. A comprehensive evaluation system can identify specific individuals who may be blocking or hindering the use of learning. It can also suggest ways and means of reducing or eliminating the transfer barriers completely, so that learning is effectively utilized on the job.

Eliminate unnecessary and ineffective programmes

Since training involves costs, and in case of training programmes which do not contribute in terms of value, it is better to discontinue such programmes and save on cost. Similarly, training programmes which are found wanting in terms of content or delivery and are beyond repair, should be discontinued. Evaluation data can be used for judging the utility of training programmes in terms of cost-effectiveness.

Based on evaluation data, organizations make critical decisions of continuing or discarding a specific training programme.

Expand or implement successful programmes

If evaluation data contributes to the decision of eliminating a training programme, it is also instrumental in training a programme's expansion and continuance. Positive evaluation results attest the utility of the programme. And the success of training programme in one division creates possibilities of its success in other divisions also, if similar training needs exist.

Enhance the credibility of learning and development staff

Since most organizations consider training department as a cost centre, they often question the credibility and utility of training function. Employees perceive training as a process, which focuses on satisfaction and morale. These are perceptions that need to be changed in order to build respect for the contribution made by a training department to the organization. Evaluation of data can be useful for highlighting the contribution made by training for organizational development. Impact assessment and return on investment data can be used to highlight the positive effect of training function on organizational processes. Appropriate evaluation data enhances the credibility of the training department when the data reveals the value added to the organizations. In practice, evaluation data is often used by training managers to justify the contribution made by training to organizational objectives.

Build support of managers

Line managers or supervisors are often sceptical of releasing employees for training programmes at the cost of production schedules. The reason for this is their lack of confidence in training function and the little utility value they attach to the training programme. Evaluation data can be used to persuade these sceptical managers to release employees for training. And the data can also be used to make these managers understand how training can result in better employee performance. When the managers are convinced about the effectiveness of training, they will play a part in reinforcing learning in the work environment.

Set priorities for learning and development

In almost all organizations, the resources to meet learning and development demands are always limited. Hence, training departments prioritize the expenditure on training. A comprehensive evaluation system often helps the training department in determining the training programme priorities. By using evaluation data, the training department classifies the training programmes according to the impact they have on the organizational processes. Training programmes with high impact are given the topmost priority. In a way, evaluation process helps in setting training priorities for an organization.

NOTES

Reinvent learning and development

NOTES

The long-term effect of investing in training evaluation is the transformation of training and development function. Evaluation data and analysis reveals the extent of alignment between training, development and business. This alignment requires a continuous focus on organizational training needs and the training outcomes that can be achieved by training programmes. Evaluation data streamlines programmes that are inefficient and eliminates those that cannot add value. In short, evaluation realigns the training and development function, so that it is a productive part of the organization.

Check Your Progress

3. List the main types of evaluation design.
4. List the factors that are considered while selecting a design for evaluation.
5. What are the elements necessary for making evaluation effective?
6. How does training evaluation help in building credibility of the training department?
7. In what way does evaluation contribute to training design?

10.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Evaluation refers to the process of determining the value of something, such as quality of gold or quality of learning content, etc. Evaluation of training refers to the process of collecting data pertaining to training activities. The collected data is analysed to make decisions about training activities. The process of evaluation of training has to be undertaken with care because important organizational decisions are based on it.
2. Although 'evaluation' and 'measurement' are linked, from training point of view they cannot be used interchangeably. Measurement is the process of ascribing a numerical value to different aspects of a training event. It is primarily focused on collecting data about a specific training event or a programme. Evaluation is the process of analysing the data and arriving at some form of judgment about the training event.
3. The main types of evaluation design are:
 - a. One-shot programme design
 - b. Single group pre-test and post-test design
 - c. Single group time series design
 - d. Control group design

4. The factors that are considered for evaluating a design are:
 - Change potential of the design, i.e. assess if the data collected will be useful for implementing changes in training design
 - Scale of evaluation, i.e. the number of trainees in the training programme which need to be evaluated
 - Objectives of training, i.e. whether the training is focussed on skills, knowledge or attitudes
 - Expertise available with the organization to conduct such an exercise
 - The cost of conducting evaluation exercise
 - The time duration available for conducting the evaluation
5. For evaluation to be effective, the following factors are taken into consideration:
 - Evaluation must be linked to needs analysis
 - The feedback must be timely. The evaluation data must be given to the appropriate people while the training programme and potential problems are still current.
 - Evaluation data must be collected on an ongoing basis throughout the training process, summarized right after training, and acted upon immediately.
 - The training environment must support change. The effectiveness of the evaluation system is based upon a training environment that allows change. An environment not supportive of change could result in a situation in which trainers are not obliged to improve training.
6. Since most organizations consider training department as a cost centre, they often question the credibility and utility of training function. Employees perceive training as a process which focuses on satisfaction and morale. These are perceptions that need to be changed in order to build respect for the contribution made by a training department to the organization. Evaluation of data can be useful for highlighting the contribution made by training for organizational development. Impact assessment and return on investment data can be used to highlight the positive effect of training function on organizational processes. Appropriate evaluation data enhances the credibility of the training department when the data reveals the value added to the organizations. In practice, evaluation data is often used by training managers to justify the contribution made by training to organizational objectives.
7. A comprehensive evaluation of training generates data that can be used to improve the overall design of a programme, including vital areas of training design, instructional strategy, content, delivery method, duration, timing, focus and expectations. By using evaluation data, training processes can be adjusted to improve learning in future training programmes.

NOTES

NOTES

10.5 SUMMARY

- Evaluation of training refers to the process of collecting data pertaining to training activities. The collected data is analysed to make decisions about training activities.
- Evaluation as a process generates data, while analysis and utility of evaluation as a process lies in the purpose it serves.
- Evaluation is a process of data collection and subsequent analysis of it to arrive at a judgement concerning the value or effectiveness of training.
- Data collection is the toughest part of evaluation, because it is entangled with issues of reliability and validity.
- The one-shot programme design for evaluation of a single group after completion of a training programme collects no data prior to it.
- The control group design compares two groups, one experimental and one control. The experimental group receives the training programme, whereas the control group does not.
- There are two types of evaluation processes for measuring training event's effectiveness: Formative evaluation and summative evaluation.
- There are four basic methods for measuring results: Experimental, critical incident, problem solving, and management information system.
- Conducting evaluation is complex and time-consuming, so most managers or organizations indulge in a less rigorous evaluation design, which is not expensive, least time-consuming and needs little expertise.
- A comprehensive evaluation of training generates data that can be used to improve the overall design of a programme, including vital areas of training design, instructional strategy, content, delivery method, duration, timing, focus and expectations.
- Every training programme is systematically planned and goes through a number of stages before it is finalized. In the process of development, there is always a possibility of some steps being inadequately addressed or misaligned.
- Since most organizations consider training department as a cost centre, they often question the credibility and utility of training function. Employees perceive training as a process, which focuses on satisfaction and morale.

10.6 KEY WORDS

- **Evaluation Design:** It is the process of deciding what, how and when to collect information for evaluation purposes.

- **Measurement:** It is the process of ascribing a numerical value to different aspects of a training event.
- **Assessment:** It is the process of information collection and analysis for giving trainees feedback regarding their performance.
- **Formative Evaluation:** It means the evaluation of training while the training process is going on.

NOTES

10.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Define evaluation.
2. What is the purpose of evaluation?
3. What is summative evaluation?
4. Why is data collection the toughest part of evaluation?

Long Answer Questions

1. Examine the various types of evaluation designs.
2. Describe the factors that influence the type of evaluation design.
3. Discuss the various implications of training evaluation.
4. Explain the basic methods for measuring results of evaluation.

10.8 FURTHER READINGS

- Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.
- Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.
- Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.
- Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.
- Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

NOTES

UNIT 11 CONCEPT OF RETURN ON INVESTMENT AND COST BENEFIT ANALYSIS

Structure

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Return on Investment and Cost Benefit Analysis
 - 11.2.1 Linking Training Needs, Learning Theories and Methods of Learning
- 11.3 Answers to Check Your Progress Questions
- 11.4 Summary
- 11.5 Key Words
- 11.6 Self Assessment Questions and Exercises
- 11.7 Further Readings

11.0 INTRODUCTION

In the previous unit, you learnt about the evaluation of training. Here, the discussion will turn towards return of investment and cost benefit analysis. As you have learned earlier, return on investment (ROI) is a performance measure used to evaluate the efficiency of an investment or compare the efficiency of a number of different investments. On the other hand, cost-benefit analysis is a systematic approach to estimating the strengths and weaknesses of alternatives; it is used to determine options that provide the best approach to achieve benefits while preserving savings. The unit will take up various aspects related to these two concepts.

11.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss how to calculate the return on investment of a training program
- Explain the concept of cost benefit analysis
- Describe some of the theories of learning and their implication in training programs

11.2 RETURN ON INVESTMENT AND COST BENEFIT ANALYSIS

Training is a very essential component in any organization. As Zig Ziglar put it, ‘What’s worse than training your workers and losing them? Not training and

keeping them'. The bigger an organization grows, higher is the complexity and the need to have formal training programs.

Undoubtedly, training adds a lot of value to employees in terms of improving their skills, capabilities and motivation - which in turn benefits the company by increasing employee productivity and morale (hence profitability). But on the other side, considerable cost, time and effort is involved in designing and executing an effective training program. It is therefore imperative for any organization to judiciously think of its training program and conduct proper cost-benefit analysis of the program to maximize overall return on investment or ROI.

There can be a various criterion that can be considered to evaluate the success of a training programme. These criteria include:

- (i) **Numbers:** One way of measuring success is the number of trainees who have undergone the programme- greater the number trained, higher is the claimed success. However, merely mentioning the quantity is definitely not a complete measure of success as it does not reflect on the effectiveness of the training, i.e., whether the training is addressing the training gap and meeting with the expectations through the design, content and methodology.
- (ii) **Costs:** Costs of a training programme include both direct and indirect costs. An analysis of cost shows that it is not important to only keep the costs low at the expense of the benefits derived. The right balance needs to be struck between the cost and benefit.
- (iii) **Efficiency:** Efficiency is the ratio of the output to the input, i.e., it is the amount of learning achieved relative to the amount of effort put in, in terms of cost and time. An efficient training would be one where the benefits accrued are high compared with the minimum possible cost.
- (iv) **Performance schedule:** On many occasions, time is a very vital factor – the training may be needed within a particular time frame if it is to meet the business objectives for which it is intended. Here the extent to which the training programme has adhered to schedule is a criterion worth considering to evaluate training success.
- (v) **Income generated:** If an organization is into training clients, the income generated from the training measures the success of the training. The income generated is directly proportional to the number of participants attending the training while keeping the costs involved at an optimal level.
- (vi) **The extent to which trainees mix:** One of the valued outcomes of training is the extent to which trainees get an opportunity to mix with each other, share their experiences and network. This too can be another criterion to assess the training though it may be considered as an intangible benefit and it may not be possible to quantify the same in terms of benefits.
- (vii) **Reactions:** This is the first level feedback one receives from the participants who have attended the programme. Positive reactions indicate that the training

NOTES

NOTES

has been successful and there is a greater likelihood that the participants will transfer what they have learned to their work

- (viii) **Learning:** The core of any training is new learning in terms of knowledge, skills and attitude. Learning can be measured through tests, viva voce, presentations, demonstrations, etc. The degree of retention also needs to be taken into consideration to assess learning in totality.
- (ix) **Behaviour change:** Learning has to manifest itself in change of behaviour which has a positive contribution to the job. The supervisor, colleagues, NS subordinates will be in a position to provide inputs for evaluation of this aspect.
- (x) **Performance change:** The ultimate criteria for evaluating the success of the training is the effect it has on the performance because eventually this is what the training is intended for. An improvement in performance is reflected through various parameters like increase in sales, decrease in complaints, and so on.

Cost-Benefit Analysis of Training Program

Let us look at the various costs associated with a training program.

I. Various types of costs associated with a training program:

An effective and easy framework to comprehensively identify all costs related to the program is to look at costs before, during and after the training

(a) Before the training

This primarily includes time of HR, management and other support staff for:

- Training need analysis: This is the starting point to identify gaps
- Identification of right training content, facilitator
- Minor administrative costs of phone calls, visiting the place, trials etc.

(b) During the training

This takes the lion's share of the program costs. This can be further broken into:

Direct costs

- Rent of the facility booked
- Fees paid to the faculty
- Procurement and printing of training materials
- Media arrangement – computers, AV, VC, Dial-ins
- Travel cost for participants, faculty and other supporting groups
- Food, refreshments and drinks for all present members
- Gifts and prizes if training includes exercises

Indirect costs

- This includes opportunity cost of employee (they could have been working on something else)
- Missed customer/client if the employee is not available
- Opportunity cost of use of in-house facility for some other program

(c) After the training

The costs after the training include:

- Collection of feedback
- Sending refresher materials
- Tracking the results

Therefore, we can say,

$$\text{Total cost } A = a + b + c$$

Total cost divided by number of participants can give the cost of training per participant.

The costs can also be categorised based on another perspective. Under this approach all the costs associated with training can be categorised into three components

- Costs associated with training (this includes all direct and indirect costs which form a part of the training programme)
- Costs associated with 'not training' (these costs can be quantifiable or not quantifiable and includes costs such as recruiting an already trained person in lieu of training)
- Costs of learning (these largely are costs related with the learner like the wages paid to the trainee during the training period, wastage associated with on job training methods, costs associated with trainees who leave the training programme without completing it)

II. Benefits of the Training Program

There are various types of benefits which training programs yield. These include:

(x) Quantifiable benefits: Some of them are quantifiable and are likely to yield results directly and in the short to mid-term, such as:

- Improvement in skills and capabilities of employees – e.g. faster work, less downtime, increased revenue collection etc.
- Better quality – fewer errors
- Reduced turnover
- Enabling employees to take new/expanded tasks in the role or even a new role

NOTES

NOTES

(y) Benefits that are not directly quantifiable: There are some benefits that cannot be directly quantified, however, assumptions, rule-of-thumbs, historical evidence and expert judgement can be used to find an estimate. These include following:

- Improvement in employee motivation and satisfaction which in turn up-lifts performance
- Enabling employees to forge better networks within organizations
- Opportunity to reinforce company values and policies
- Better work yields to better client service and hence higher customer satisfaction
- Increasing brand and reputation of the company – high performers want to join the organization which invests in its employees
- Potentially leading to cascading impact in the organization e.g. a trained manager may be able to pull-up the performance of his team as well

Total Benefits can be calculated as $B = x + y$

It is important to set clear and quantifiable goals/benefits of the training program 'beforehand'. For example, an objective of the program could be to increase in productivity by 10%. This can then be translated well into expected benefits. This along with granular cost break-down helps to calculate Return-on-investment from the program.

$$ROI = \frac{\text{Total benefits}}{\text{Total costs}} \times 100 \quad \text{or} \quad \frac{A}{B} \times 100$$

This will give an expected ROI. However, there will usually be a natural lag between the training program and the improvement in performance or for other benefits to kick-in. Thus, appropriate lead time should be considered while calculating cost-benefit.

1. Set the baseline performance e.g. producing 100 units before the training
2. Identify improvement in performance due to training (keeping other factors constant) e.g. 110 units
3. Identify a meaningful time-frame over which this change is likely to come (can range from days to months to even years sometimes)
4. Calculate savings at the end of the time-frame

Let us take an example. Assume -

- 10% productivity translates to ₹15 lakhs in profits for the company
- On top, there is ₹ 5 lakhs of intangible/indirect benefits
- Total direct cost of training is ₹1.2 lakhs
- Opportunity cost (employee time etc.) of training is ₹ 0.8 lakhs

$$ROI = (15+5)/(1.2+0.8) = 10X \text{ or } 1000\%$$

Such type of returns, usually more-than-justify the case for a training program.

It is important for organization to put effort to maximise ROI for training programs. This can be done by:

- Choosing the right participant set and the associated program
 - o Sales and technical trainings are likely to yield more direct and immediate benefits vs. managerial training
 - o Value and importance of role of managers and above have a multiplier, cascading or long-lasting impact
- Constant revision, addition, follow-up of training content – sometimes refreshers or booster shots are recommended
- Continuous effort to keep on improving training programs via feedback and embracing latest trends in the market
- Regular monitoring and tracking of performance due to training

Effective training programs are no longer a ‘Nice-to-have’ in today’s work culture. Instead they have become a core and critical component for employee retention, performance and motivation.

Return on Investment of Training Programs

A lot of effort goes into a successful training programme in terms of planning efforts and resources. In addition, the time and opportunity cost of the participants attending the training has to be justified. It is important to assess whether the investment made in training has paid off or not. Return on investment is one such tool to measure in monetary terms the benefits accrued by an organization over a period of time as a result of the training programme.

It can be a challenging task to calculate the return on investment especially when the targeted outcomes are intangible like improved collaboration, decision making, problem solving ability, analytical thinking, and so on. Another challenge is to decide on the time that needs to elapse before the impact of the training is visible. Moreover, in an organizational environment, there are a number of factors which impact the results, hence it is important to isolate the effects of training so as to understand the true return.

Philips Five Level Framework for Training Evaluation

Kirkpatrick’s model is one of the most popular models for evaluating training effectiveness viz at four levels – Reaction, Learning, Behaviour and Results. We have already discussed the framework previously. In the 1990s Jack Philip added a fifth level to Kirkpatrick’s model, that is, return on investment which uses mathematical techniques to determine cost and benefit of the training intervention. It gives evidence as to whether the training and development program is worth the cost incurred. The ROI method of evaluation involves converting qualitative issues into quantitative values. The measurement of Return on Investment provides precise data by assigning value to a training program and this forms a very objective basis for deciding whether the program needs to be continued or not.

NOTES

Table 11.1: ROI Method of Evaluation

Level	Measurement Focus
1. Reaction and Planned action	Reaction of the participant and the specific plans for implementation
2. Learning	Skills, knowledge and attitude changes
3. Job application	Change in on the job behaviour and specific application of the training content
4. Business Results	Business impact of the training
5. Return on Investment	Monetary value of the results and costs of the programme usually expressed as percentage

NOTES

Reasons for calculating Return on Investment

The reasons for calculating the return on investment are as follows:

- To justify the training budget (whether to increase decrease or maintain it)
- To determine the effectiveness of training
- Provide data to management for taking decisions
- To evaluate the training programme design in terms of training method

Challenges in conducting evaluation of training programmes based on ROI method

Some of the challenges while conducting evaluation of training programmes based on return on investment method include:

- (i) It is difficult to quantify many of the costs and benefits associated with training. For example, the time spent by the participant in the training programme and the opportunity cost associated with it may be difficult to quantify. More than the costs, it is difficult to quantify some of the benefits of the training programme to the organization as many times the training benefits to the organization are indirect. Many of the benefits accrue over time and it is difficult to set an optimal timeline.
- (ii) The intangible benefits are not captured in the ROI figure.
- (iii) Another challenge is isolating the effect of the training and development programme. Market conditions, technological disruptions, seasonal effects, bonus/ incentive programs, system changes may influence the post training performance. It is important that while calculating the ROI a suitable method for isolating the effect of the training programme be used. This will ensure that the impact on performance of factors other than training are not considered. Some of the isolation techniques include use of control groups, trend lines (project business impact data into the future), participant/

stakeholders estimate, forecasting (based on previous results of similar programmes)

- (iv) The value of a training programme differs for different stakeholders who are at different levels in the organization and are receiving the benefits of the programme from different perspectives. While analysing the results, there is a need that agreement be reached regarding the value the stakeholders see in the programme.
- (v) Subjective bias and a tendency of liberal estimation may creep in the results when participants or their supervisors are asked to estimate the value of the training programme. In fact the case may be vice versa as well, i.e., some of the stakeholders may give a conservative estimate of the value as they may not be able to perceive the complete value.

NOTES

Calculating Return on Investment- Methodology

As mentioned in the previous section, the process of calculating the Return on Investment is a complex and time consuming process. It may not be cost effective and feasible to evaluate every training program based on the ROI evaluation method. According to Philips, ROI evaluation exercise should be carried out selectively for only some programmes (approximately 5- 10 % of training programmes). The following is a flow diagram illustrating the methodology to be followed:

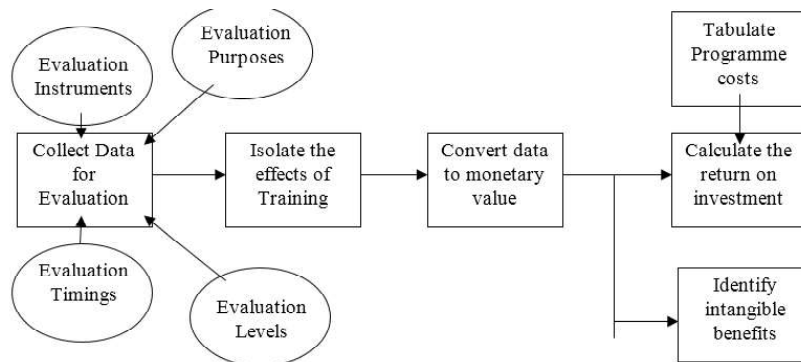


Fig 11.1 ROI Process Model

Step 1: Collection of Data- Pre - programme

One needs a baseline against which the improvements need to be measured. For this purpose, data before the introduction of the training is collected. It is evident that the evaluation based on ROI has to form a part of the training programme design process right from the conception stage to ensure that genuine evaluation results are obtained.

Step 2: Collection of Data- Post programme

Once the training programme is completed data is once again collected on various parameters including those parameters on which data was collected in Step 1

NOTES

(pre-programme data collection). Data is collected from various sources like participants, peer group superior and subordinates, internal and external stakeholders and performance records of the organization. Data can be collected by using questionnaires, test results, feedback forms, observation and performance records.

Step 3: Isolate the effects of the training programme

The next step is to isolate the impact which has resulted from the training programme and is not a result of other influencing factors. Various techniques are available which can be used to approximate the impact of the training programme in isolation.

These include:

- **Control groups:** Use of control groups is a popular and effective method where the data obtained from the participants in a program is compared with the data obtained from a group (control group) that has not participated in the training.
- **Trend lines:** These are used to project into the future the expected business outcomes. Such projections are then compared with the training data (pre and post) to clearly understand the quantum of improvement/ change resulting from the training.
- **Participants/ stakeholders estimate:** Here the participants and the various stakeholders (supervisors, subordinates, customers) are asked to estimate the impact directly related to the training program as these are the individuals (participants) who have first-hand experienced the training and are involved in applying the new knowledge and skills to the workplace.
- **Forecasting techniques:** Forecasts based on previous results of similar programmes may also be a helpful input while trying to isolate the training programme impact.

Step 4: Conversion of data collected to monetary value for calculation of benefits

A money value has to be assigned to each data item that has been collected. A total of this would give the total benefits accrued from the programme. This is a challenging step as both objective and subjective data has been collected and they need to be given a monetary value. The benefits may include money saved by the organization, money made by the organization and anything that directly or indirectly adds to the bottomline.

Step 5: Calculation of the total cost of the training programme

All direct and indirect costs related to the training programme need to be tabulated. The costs would include costs related to training need assessment and evaluation, training design, training material, instructor cost (including preparation time and delivery), training facilities, administrative and overhead costs, travel, boarding, lodging, food, and learners time and salaries.

Step 6: Calculation of the Return on Investment

$$\text{ROI (\%)} = \frac{\text{Total Benefits} - \text{Total costs}}{\text{Total costs}} \times 100$$

Another measure for evaluation of training effectiveness is the Cost benefit ratio (CBR)

$$\text{CBR} = \frac{\text{Total Benefits}}{\text{Total costs}}$$

Step 7: Identification of intangible measures

The final step is to identify the intangible benefits related to the training programme. These are those benefits that cannot be converted into monetary terms. The significance of these benefits cannot be undermined as these have a high impact on the bottomline. Intangible benefits may include improvements in areas such as team spirit, satisfaction, customer service, problem solving ability, decision making skills, leadership, analytical skills etc.

Payback period

A step further in evaluating the training programme after calculating the ROI is to calculate the payback period, i.e., how many months it will take before the benefits of the training breakeven with the costs and the training starts generating profits. The lower the payback period the more successful the training will be considered

$$\text{Payback period} = \text{Costs} / \text{Monthly benefits}$$

Illustration – ROI Analysis

Duration of training	35 hours
Number of participants	100
Period over which benefits are calculated	1 year
Costs	
Training need assessment and evaluation	30,000
Promotion	5,000
Training design	40,000
Material	30,000
Trainer	45,000
Facilities	3,00,000
Participants	2,00,000
Total costs	6,50,000
Benefits	
Labour Savings	4,50,000
Productivity increase	4,00,000
Other cost savings	1,50,000
Other income generation	0
Total Benefits	10,00,000
Return on Investment	53.8%
Payback period	7.8 months
Intangible benefits	Improved team spirit and engagement

NOTES

NOTES

11.2.1 Linking Training Needs, Learning Theories and Methods of Learning

A training need arises whenever there is a gap between the existing and desired/expected knowledge skill and attitude of the employee as reflected in his performance. A training need analysis involves gathering data to identify the above gap so that relevant training programmes be designed to fill the gap. It helps to determine the kind of trainings that are needed, who are the employees who need to be trained, what contents are suitable and the methods which will best deliver the identified content. On the one hand the training need analysis is an important input in designing of the training programme, and on the other hand, learning theories also form a basis for the training design. It is important to have a conceptual understanding of learning and the various theories of learning so that they can be relevantly applied in the design process. The learning theories give an understanding of how individuals learn. Some of the principles of learning are as follows:

- Learning is a dynamic process
- For learning to occur, there has to be an interest and motive for learning
- Feedback helps learners learn more effectively
- In the experiential mode people learn more
- Learning followed by application helps in better retention
- If learning is to be effective the learner should be clearly made aware of the standards of achievement.

Implications of the Theories of Learning: Classical Conditioning, Operant Conditioning, Social Learning Theory

Let us look at the various theories of learning and their implications.

Classical conditioning

Based on Ivan Pavlov's classical experiments, this theory states that an event repeated several times evokes a desired response. Its application to training design can be understood with the help of an illustration. A participant in a negative emotion state can affect the efficacy of learning. Hence, it may be a good idea to conduct the training offsite to conduct the training so that the learner does not carry negatively conditioned emotions associated with the place.

Operant conditioning

According to this theory of learning our behaviour is a function of the consequence, i.e., Behaviour = f(consequences). Our behaviour elicits certain consequences and how we behave depends on these consequences. If a behaviour is immediately followed by a reward the behaviour is likely to be repeated. Positive reinforcement strengthens and enhances behaviour by presentation of positive reinforcers. Some principles of positive reinforcement are:

- (i) Principle of contingent reinforcement: Reinforcement must be reinforced only after the desired behaviour has occurred.
- (ii) Principle of immediate reinforcement: Reinforcement will be effective if administered immediately after the desired behaviour has occurred
- (iii) Principle of reinforcement size: The larger the amount of reinforcement delivered after the desired behaviour, the more effect the reinforcement will have on the frequency of behaviour.
- (iv) Principle of reinforced deprivation: The more a person is deprived of a reinforce, the greater effect it will have on the future occurrence of the behaviour.

The above principles of reinforcement help the trainer in shaping the behaviour and learning of the trainee by the trainer. Some of the important considerations that are required when designing an effective training programme are:

- (i) Having knowledge of the things trainees view as rewarding and those that they view as punishing
- (ii) Using both tangible and intangible rewards to ensure effective learning
- (iii) Using feedback as a reinforcement and a key component of learning to appreciate what the trainees did well and also identify what areas need improvement.

Social Learning theory

This theory emphasises the ability of an individual to learn by observing others. This is a very relevant theory for trainers as it plays a major role in shaping behaviour. The learner learns by observing his/her model. It involves the following steps on the part of the learner

- (i) Attention: The learner pays attention to the model's behaviour
- (ii) Retention: The learner remembers what the model did
- (iii) Practice: The learner practices the behaviour of the model
- (iv) Imitate: The learner imitates and internalises the newly acquired behaviour

Another important concept which the trainer needs to understand is that of the learning curve. It is a graphical representation of the amount of learning vs the time elapsed. It can be classified into four phases

- Initial spurt
- Plateau
- Fatigue
- End spurt

Intermittent spurts can occur if the trainer changes the methodology. This will help in maintaining the interest of the trainees and enhance learning.

NOTES

NOTES

Check Your Progress

1. List some of the direct costs during the training program.
2. List some of the reasons for calculating the return on investment.
3. What is classical conditioning?
4. What is the principle of contingent reinforcement?

11.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Some of the direct costs during the training program are:
 - Rent of the facility booked
 - Fees paid to the faculty
 - Procurement and printing of training materials
2. The reasons for calculating the return on investment are as follows:
 - To justify the training budget (whether to increase decrease or maintain it)
 - To determine the effectiveness of training
 - Provide data to management for taking decisions
 - To evaluate the training programme design in terms of training method
3. Based on Ivan Pavlov's classical experiments, the classical conditioning theory states that an event repeated several times evokes a desired response.
4. The principle of contingent reinforcement states that reinforcement must be reinforced only after the desired behaviour has occurred.

11.4 SUMMARY

- Training adds a lot of value to employees in terms of improving their skills, capabilities and motivation - which in turn benefits the company by increasing employee productivity and morale (hence profitability). But on the other side, considerable cost, time and effort is involved in designing and executing an effective training program.
- It is imperative for any organization to judiciously think of its training program and conduct proper cost-benefit analysis of the program to maximize overall return on investment or ROI.
- It can be a challenging task to calculate the return on investment especially when the targeted outcomes are intangible like improved collaboration,

decision making, problem solving ability, analytical thinking, and so on. Another challenge is to decide on the time that needs to elapse before the impact of the training is visible.

- Kirkpatrick's model is one of the most popular models for evaluating training effectiveness viz at four levels – Reaction, Learning, Behaviour and Results.
- In the 1990s Jack Philip added a fifth level to Kirkpatrick's model, that is, return on investment which uses mathematical techniques to determine cost and benefit of the training intervention.
- A step further in evaluating the training programme after calculating the ROI is to calculate the payback period, i.e., how many months it will take before the benefits of the training breakeven with the costs and the training starts generating profits.
- A training need analysis involves gathering data to identify the above gap so that relevant training programmes be designed to fill the gap.
- According to operant conditioning theory of learning our behaviour is a function of the consequence, i.e., Behaviour = f(consequences).

NOTES

11.5 KEY WORDS

- **Cost-Benefit Analysis:** It is a systematic approach to estimating the strengths and weaknesses of alternatives.
- **Quantifiable:** Something that is able to be expressed or measured as a quantity.
- **Attention:** It means to take notice of someone or something; the regarding of someone or something as interesting or important.
- **Retention:** It is the fact of keeping something in one's memory.
- **Imitate:** It means to take or follow as a model.

11.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Discuss the various types of costs associated with a training program.
2. What are the quantifiable and non-quantifiable benefits of a training program?
3. What is operant conditioning?

Long Answer Questions

1. Explain some of the challenges faced while calculating the return on investment.

NOTES

2. Describe the various criterion that can be considered to evaluate the success of a training programme.
3. Describe the method for calculating the return of investment of a training program.

11.7 FURTHER READINGS

Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.

Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.

Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.

Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.

Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

BLOCK – IV
CURRENT SCENARIO OF TRAINING
AND DEVELOPMENT

*Current Practices in
Assessing Training and
Development*

NOTES

UNIT 12 CURRENT PRACTICES IN
ASSESSING TRAINING AND
DEVELOPMENT

Structure

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Current Practices in Assessing Training and Development
 - 12.2.1 Recent Practices in Assessing Training and Development
 - 12.2.2 Latest Scenario of Assessing Training Learning Cycles
 - 12.2.3 Factors for Fixing Duration
 - 12.2.4 Selection of Participants/ Trainee
 - 12.2.5 Selection/Choice of the Trainer
- 12.3 Answers to Check Your Progress Questions
- 12.4 Summary
- 12.5 Key Words
- 12.6 Self Assessment Questions and Exercises
- 12.7 Further Readings

12.0 INTRODUCTION

In the previous unit, you learnt about the concept of return of investment and cost benefit analysis. In this unit, the discussion will turn towards current practices in assessing training and development. The use of technology has altered how training and development of employees in organizations takes place, as well as how training and development programmes are assessed. The unit will also discuss learning cycles and the choice of trainers.

12.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe some of the current practices for assessing training and development programs
- List the factors that determine the duration of training period
- Discuss the selection of employees and trainers for training

12.2 CURRENT PRACTICES IN ASSESSING TRAINING AND DEVELOPMENT

NOTES

Based on the increasing complexity of the work environment, training and development is very important; other reasons for the complexity in the work environment is the advancement in technology and as well as rapid change in the organization. Acquiring new skills is very difficult without training and organizations cannot achieve their objectives without the skills of employees.

Training need assessment is an activity that identifies the need for training and if there is need then what training is needed to fill that gap. Training need assessment helps to make out accurately the current level of skills in present circumstances through interviews, target surveys, workshops, secondary data and/or observation. Desired status and the present status gap can help find problem areas that can be converted to need for training.

Organizational Success and Training Best Practices

Nowadays, most organizations have realized that for organizational development, learning and development is essential. Therefore, for specific topics, professional trainers can be hired for the purpose. To enable employees to get successful at the job and support them in knowledge retention, trainers are supposed to develop specific training strategies. To accomplish this goal, trainers need to be aware of certain training best practices. Nowadays good learning and development programs contain below mentioned best practices:

Strategy based training program

It is important for every trainer to understand that every training and development program is required to be in line with the overall strategic goal of a company. Trainers are expected to directly interact with organizations to ensure that prepared and implemented training programs should help to achieve business success by overcoming improvement areas. To make training more relevant learning objectives and business objectives should be aligned by the trainers.

Success driven criteria

Different criteria should be used to measure the success of a training program. Learning activity should result in a return on investment that can be short or long term in nature. It should be clearly mentioned by the professional trainer how the organizational goals will be achieved with the help of training initiative. There should be a re-evaluation of the activity on a regular basis and at the beginning, a timeframe should be identified.

Supported by systems, key strategies, structure, policies, and practices

While designing a training program, it should be ensured by the trainer that training is associated with and supported by decision making, organizational structure,

lines of authority, values and other trade practices. This will help in the reinforcement of desired results and set up boundaries.

Determined through different platforms

To reinforce training output and make sure that employees receive the required skills at the right time, at the right cost and in the right way, some trainers help companies to utilize and explore different channels. Trainers connect with the organizations to use methods, for instance on the job training, role plays, classroom lecture, e-learning, using other support tools and technology to cope up with learning style of every employee. Every approach has a plethora of benefits and helpful in making the training program more effective.

Establish shared accountability and learning by doing

To increase the potential of the employees, some training programs enable them to learn with the help of self-directed learning and development. As a result of creating personal learning plans, identifying own needs, and seeking learning opportunities, workers are motivated to take responsibility of learning and implementation of learned concepts at the company. Learning by doing and experimenting an individual may find oneself to be more effective and increase his or her contribution towards organizational success. Certain trainers make out that training is not built around theory but action.

Based upon the specific situation, maturity and culture of every organization training best practices may vary. Nevertheless, good trainers keep themselves well aware of the training requirements even before implementing the proposal.

12.2.1 Recent Practices in Assessing Training and Development

Some of the recent practices in assessing training and development are discussed below:

1. People-Data-Things Analysis

The lack of performance in an employee's work exists when his preferences and nature of job mismatches. While it is expected that the job holder will be a multitasker and perform all three tasks, analysis still focuses on one category extensively. It helps an employee to know which part he is expected to fulfill –becoming a people person, a data person, or a thing person.

2. Tabletop Analysis

Tabletop analyses refers to facilitator-led discussions that are employed in a wide variety of settings to recognize gaps, performance deficiencies, and communication problems in a given structure. The table-top method of job analysis typically consists of

- Orienting the team
- Reviewing the job

NOTES

- Identifying the duty areas associated with the job
- Identifying the tasks performed in each duty area and write task statements
- Selecting tasks for training

NOTES

3. Hybrid Method

This method involves a quantitative analysis and consensus building, a list of tasks in the method are prepared by using documents. Experts and supervisors assess the validity of the list by involving interactive consensus building process and in this method complexity and importance are rested numerically.

4. Cognitive Task Analysis

Cognitive task analysis is the best for decision making, problem-solving, or judgments. It has been performing to identify and describe the cognitive components of any task. It works better against the traditional task analysis that fails to identify the cognitive skills required to perform a job. These techniques can also be used to define an expert system and the expert in intelligent tutoring systems.

5. Observing the Expert Analysis

Here, an observer observes an expert performing a particular task. The trainer facilitates both of them by briefing them about the outcome of the process. It works best if a similar type of experts is observed by different types of observers. At the end of the process, the observation is discussed with the training analysis facilitator.

6. Verification

This technique refers to identifying existing training material and task information which is similar to an employee's task. This process helps to save cost and efforts. The material can be collected from internal as well as the external sources. The task information that has been collected shall be modified as per training requirements. Such a technique is also used by small and medium enterprises. The verification technique consists of the following steps:

- Gathering relevant material through sources.
- Comparing this information to the given task.
- Modification of information as required.
- Verifying the accuracy of the information by subject matter experts.

7. Functional Analysis

This method is used when a large number of tasks are present; it is primarily used in engineering and management. By employing this method, major functions are identified and competency is analyzed to determine the training process. For example, a manager might make many plans like production, planning and personal requirements. These training objectives are needed to perform such multiple tasks.

8. Template technique

The template technique uses a simplified process to develop learning objectives for the training and evaluation of personnel, needed for the maintenance of a specific system. Some organizations approach their training designs under this method based on their system and specific need. The applicability of this method is reviewed by the subject matter experts. The approach directly generates a system-specific terminal and enables learning objectives. The applicability depends on a careful review. This method includes the following steps:

- Developing or modifying an existing template to meet needs.
- Use of a trainer to select applicable objectives and/or complete portions of the template for a given system, component, or process.

9. Document Analysis

This method makes it easy to determine the required knowledge and skills in operating procedures, administrative procedures and in the other job-related documents. In this method, the trainer reviews the process. It consists of the following:

- Review of the procedure or document.
- Verification of the accuracy of the results.

10. Gamification

Incorporating gamification has become the most important part of the training program that indulges the employees whether with leader boards or offering full virtual reality training simulations. Companies are using this technique in the training process to make the employees more competitive.

11. Interactive Video Learning

Interactive video learning is an innovative idea to engage the learner to digital video that supports user interaction. It also adds the elements of interaction while requiring the learner to complete the task. These activities are increasing the ability to practice what they are learning at the same time.

12.2.2 Latest Scenario of Assessing Training Learning Cycles

In terms of training, creative companies in India have made exceptional progress in the past few years. Primarily, the entry of multinational companies and increased competition has stimulated Indian companies identify certain alternatives for increasing organizational effectiveness.

Assessing Learning Cycle

It is essential to understand that assessment is an interactive process, anticipated to give useful feedback related to how well and what trainees are learning, while

NOTES

NOTES

assessing objectives or learning outcome for a learning or training program. While developing the plan, it is essential to consider all four steps of the cycle:

- **Fix the outcomes and goals of the program:** Decide and communicate what employees are supposed to know and/or be able to perform after completing the program.
- **Build up and apply assessment strategies:** Create assignments, tests, performances, reports, or other activities which determine the quality and types of learning expected.
- **Evaluate the assessment results:** Review the outcome of the assessment whether it shows employee learning or not.
- **Make a plan of action:** Identify the process of rectifying concerns raised by the assessment details related to employee learning.

Key Trends

As per research by AMA enterprise, which is a division of American Management Association, to shape the recent landscape of organizational training key training industry trends are very useful.

Considering the recent market realities, there are various developments, some minor and some major, which affect the training and development and thus must be understood. Each development must be aligned with these trends.

Computer Based Training (CBT)

Involvement of computers in learning extends the significance of computer-based training, specifically self-development and self-learning approaches. These days, programs include computer package, generally on interactive DR-ROM or CD-ROM, possibly supported by video and/or text material, projects, activities, and questionnaires.

Interactive Video

Various instructions are provided in a sequence. It also helps to interact with the active program. Generally, it is useful in interpersonal relations and technical skills.

DVD Laser Disc/ CD ROM

It includes video clips and graphics which also supports computer enabled integrated animation. Sometimes it makes training more interesting with the help of a touch screen monitor or joystick.

E-Learning

This method helps in online training, web-based training, distance learning, other learning portals and most recent one is virtual reality.

Portal for learning

This is useful in online learning. Further, it helps in transactions and e-communication. Additionally, it also provides access to online learning communities and training courses. It was used in the Ford Motor company recently.

Walkabout

This method was introduced by the Asian Institute of Management, Manila. As per this method, trainees are left to finish the work on their own with minimum involvement of the trainer. There are some basic challenges to this technique such as creativity, logical inquiry, practical skills, and adventure. Similarly, some skills which are used in this method are goal setting, planning, opportunity seeking, strategy formulation and implementing.

Action Learning

Most of the time learning becomes better through practical applications of it. In this method, a group or team is given a real problem and they are supposed to work to solve it and carry forward an action plan; additionally, they are also responsible to implement the work plan. Generally, in this method, the Six Sigma training program is used. This method is also being used by GEEE and Novartis.

Corporate University or Net Versity

An organization's centrally controlled off-site or in-house learning or training initiative is referred to as Net Varsity or Corporate University. Its primary purpose is to increase employee education investment, enhance workforce employability, or systemize training as a function. Some organizations such as Disney World, Ford, IBM, Motorola, and so on, have implemented such in-house training successfully.

Outbound Learning Activity or Program

In this program, trainees are placed in a challenging risk-taking situation to learn from it. This helps in giving hands-on experience to test leadership, team spirit, and communication skills of the employees. Then employees are debriefed post the exercise. Companies that are using this method are CEAT, Cadbury's and ONGC.

Intelligent Tutoring System

It refers to various instructional systems that take the help of artificial intelligence. This method also helps in customizing the training experience to meet the individual needs. Primarily this is used for astronaut training by the NASA.

Virtual Reality

This technique provides a three-dimensional training experience which allows simulation activities to be more realistic. In this method, advanced technology is

NOTES

NOTES

used for stimulating the senses of the employees. To make better the impact of training, it involves audio interface and gloves which provide the sense of touch. This technique is applied in training programs of Motorola.

Blended Learning

In this technique, different training methods are combined, for instance, face to face interaction, online learning, and other traditional methods. This method enhances learners' control and makes it more interactive. Similarly, it makes training more effective by bringing learning into real life situations with the help of discussions.

12.2.3 Factors for Fixing Duration

It is a complicated balance between duration and content of training. Short course that are too light on the content will not have any impact on employees, on the other hand, longer course may test the limits of the audiences.

The length of training therefore depends upon the following:

The span of attention

Most of the people believe that shorter is better. Therefore, to make an impression a short window is enough.

Avoid long forms

It is generally believed that people can pay attention only for a few seconds. Therefore, the training duration should not be longer to keep it productive.

Reinforcement

People forget stuff most of the time. In spite of a very good E-learning course, employees may not be able to recall the information that they do not use. That is why reinforcement becomes the key to such problems. Whatever may be the duration of training selected, it can never be a one and done experience. Thus, reinforcement helps to manage and recall previous learning.

Gap between Training

It is advised that there should not be a long time gap between training. Instead, a long training should be broken into small sessions over a time period. This will help trainers to not walk away from training in one go. Training in this way has two advantages: knowledge arrived individually and meaning is not pointed out explicitly by another making the content more sticky for learners. Another benefit is that breaking training content will be a more manageable activity for making a schedule, cost constraints and proper implementation.

Taking a Decision

There may be various best practices but every practice may not be suitable for every organization. But it should be modified according to the need of the

organization and culture. Therefore, first identifying the requirement and fixing the duration will produce better results and employee satisfaction.

12.2.4 Selection of Participants/ Trainee

A basic table of requirements for the nomination, evaluation and identification of employees for training should be designed. This table can mention the specific competencies and previous data needed from employees that can be utilized to identify that whether training will be necessary to improve their daily work. Such a table will be useful for the organization as well. Therefore, considering the overall ranking of employees, they can be selected if their score is relatively low. Motivation and strict criteria should be carefully assessed while selecting the employees for training. The critical process of selection of trainees is as follows:-

NOTES

Review the candidate

First of all overall screening of employees should be done to know more about the training needs of the employees.

Pre Selection

Training requirements of the candidates should be verified after a basic review to ensure that the training course becomes more useful, more enjoyable, and easier to understand.

Family Support

Trainers should verify that candidates have family support in case of intensive and outstation training which involves huge cost.

Verification of employee commitment and motivation

It is also essential to look for commitment of prospective trainees so as to ensure their readiness and desire for training. More committed workers will learn better and will give better output after training. Additionally, this is also important to ensure that potential trainees are highly motivated to attend the training program.

Verifying the availability

It must be verified in advance that trainees will be ready to attend the training and their superiors would also be willing to allow them to go for training.

Final selection

Considering all above procedure, finally, it can be decided that whether the person should be recommended and sent for training or not.

12.2.5 Selection/Choice of the Trainer

For better organizational performance, training and development of employees is crucial. The main aim is to attain a competitive advantage for business. Eventually, every company is looking for optimizing the skills of their employees. Therefore,

NOTES

training is a big responsibility and requires a skillful and motivated person to conduct it. The basic criteria for the selection of trainers could be as follows:

(a) Profound Business Knowledge

A trainer should have a thorough and deep knowledge of a company or business; this is an essential asset of a trainer. A simple rule to know is whether one can quickly mention how and what a company does in a few to the point and simple sentences.

Major business training focuses on building a productive and efficient workforce and maximizing organizations resources. Therefore, elaborated knowledge of operations or business is necessary while evaluating and designing the training program, which will support in achieving companies strategic goals.

(b) Capability to assess and measure training needs

The ability to identify training needs of the workforce is important to develop the team. Before starting a training exercise, trainers are supposed to conduct a meticulous training need analysis.

(c) Good interpersonal and communication skills

It is vital for a smart trainer to be very efficient in all kinds of communication skills. Conducting training, understanding problems, and conveying ideas – everything needed to carry out training through words. In the absence of effective communication, it is less likely that trainees will get properly motivated.

(d) Enthusiasm for regular learning

The passion of the trainer is reflected in the training quality. Learning is a constant process; around the world, daily, a plethora of research papers are published, hundreds of seminars are given, numerous blogs are written about insight and new research in the field. Therefore, as a corporate trainer, one has to be aware of recent developments in their field and stay on top of the game. Learning passion makes it more of a spirited endeavour and less of a chore.

(e) Innovative thinking

Sometimes training sessions are monotonous and repetitive and a bad session of training can also kill the enthusiasm of participants. Training thus should not be boring. Improvising the training style is essential to maximize the chances of getting the attention of participants. The trainer should be bold and different with the training material. One should not go with existing old and common formats for training, and instead inspiration should be drawn from all around.

(f) Efficiency

The budget for training is never fixed. It depends on organizational goals and performance. Most of the time training managers do not have resources required

for training such as tools, money, time, and buy-in from the rest of the company. Thus, a trainer is expected to develop desire and appreciation for efficiency.

Other additional and important criteria for the selection of trainers are as follows:

- A trainer should listen calmly and carefully
- A trainer should have a strategic approach towards training
- A trainer should encourage engagement of participants
- A trainer should be well organized in advance
- A trainer should be able to implement novel training instructional design
- A trainer should have clarity of training purpose
- A trainer should be creative in designing and implementing training activity

Check Your Progress

1. What is tabletop analysis?
2. What is the walkabout method of training?
3. What is an intelligent tutoring system?

12.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Tabletop analyses refers to facilitator-led discussions that are employed in a wide variety of settings to recognize gaps, performance deficiencies, and communication problems in a given structure.
2. As per the walkabout method of training, trainees are left to finish the work on their own with minimum involvement of the trainer.
3. An intelligent tutoring system refers to various instructional systems that take the help of artificial intelligence. This method also helps in customizing the training experience to meet the individual needs.

12.4 SUMMARY

- Nowadays, most organizations have realized that for organizational development, learning and development is essential. Therefore, for specific topics, professional trainers can be hired for the purpose.
- To enable employees to get successful at the job and support them in knowledge retention, trainers are supposed to develop specific training strategies.

NOTES

NOTES

- To increase the potential of the employees, some training programs enable them to learn with the help of self-directed learning and development.
- As a result of creating personal learning plans, identifying own needs, and seeking learning opportunities, workers are motivated to take responsibility of learning and implementation of learned concepts at the company.
- Cognitive task analysis is the best for decision making, problem-solving, or judgments. It has been performing to identify and describe the cognitive components of any task.
- The entry of multinational companies and increased competition has stimulated Indian companies identify certain alternatives for increasing organizational effectiveness.
- An organization's centrally controlled off-site or in-house learning or training initiative is referred to as Net Varsity or Corporate University.
- A basic table of requirements for the nomination, evaluation and identification of employees for training should be designed. This table can mention the specific competencies and previous data needed from employees that can be utilized to identify that whether training will be necessary to improve their daily work.
- Every company is looking for optimizing the skills of their employees. Therefore, training is a big responsibility and requires a skillful and motivated person to conduct it.

12.5 KEY WORDS

- **Organizational Structure:** It defines how activities such as task allocation, coordination and supervision are directed toward the achievement of organizational aims.
- **Virtual Reality:** It is an interactive computer-generated experience taking place within a simulated environment. It incorporates mainly auditory and visual feedback, but may also allow other types of sensory feedback.
- **Artificial Intelligence:** It is the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings.

12.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What do you understand by the verification technique?
2. Write a short-note on document analysis and interactive video learning.
3. How are employees selected for training?

Long Answer Questions

1. Describe some of the current practices in assessing training and development.
2. Discuss the factors that determine the duration of the training period.
3. Examine the criteria used for selecting trainers.

*Current Practices in
Assessing Training and
Development*

NOTES

12.7 FURTHER READINGS

- Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.
- Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.
- Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.
- Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.
- Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

UNIT 13 TRAINING AND DEVELOPMENT IN INDIA

NOTES

Structure

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Overview of Training and Development in India
 - 13.2.1 Government Policy on Training
 - 13.2.2 Corporate Social Responsibility
- 13.3 Icebreakers
- 13.4 Relevance of Culture of Participants
- 13.5 Answers to Check Your Progress Questions
- 13.6 Summary
- 13.7 Key Words
- 13.8 Self Assessment Questions and Exercises
- 13.9 Further Readings

13.0 INTRODUCTION

In the previous unit, you learnt about current practices in training and development that are taking place. In this unit, the discussion will turn towards training and development practices in India. There have been dramatic changes in training and development in the Indian work environment in the last thirty years or so with companies looking increasingly towards training their employees so as to remain competitive against their competitors. Training and development has now become an imperative for Indian companies. These issues are taken up in unit.

13.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss training and development in India
- Describe the National Training Policy
- Explain the role of ice breakers in training
- Discuss the challenges faced by trainers in an cross-cultural environment

13.2 OVERVIEW OF TRAINING AND DEVELOPMENT IN INDIA

The business landscape of India is changing rapidly. Trained manpower is crucial to keeping pace with technological, economic and social developments. Realising the importance of the role of human resource in development, Indian corporates

are increasingly investing in their people to effectively meet future challenges and get a global competitive advantage.

How so ever sophisticated the recruitment methods may be, there is need to provide some training to bridge the skills gaps. In the technology sector, new recruit training programs span from two- four months. In other industries they may range from two-four weeks. Indian companies are increasingly relying on hiring from second tier and third tier colleges and then investing in training to customize their skills as per their specific needs. Let us look at the training needs of various sectors in India.

Retail/FMCG sector: One of the sectors which is booming in India is the retail sector. The demand for skilled workers has increased. A need analysis of training in this area suggests requirement of training in the area of sales, customer relationship management, attitudinal training and technology based training. The advent of ecommerce and e-retailing has further created manpower with certain specialized skills set which may require up scaling of the skills of the existing manpower.

Hospitality sector: Another sector where skilled manpower is in short supply is the hospitality sector. Here the high attrition rate also poses to be a major challenge. This sector includes hotel industry, travel and tourism, restaurants, aviation and event management companies. Skilled chefs and managers are in great demand. This being a customer interaction intensive industry, employees in addition to having the right technical skills, need to be trained in handling people which includes having skills such as the right attitude, tolerance, listening and public relation skills, and etiquette.

Automotive sector: India is the second-largest automobiles market (2018) with a number of jobs having been created in this sector due to its expansion. This sector has seen tremendous expansion due to growing urbanization, ease of availability of finance options and increase in the standard of living. Low cost manpower, young population and a dominance in digital technology can be leveraged by this sector to maintain its competitive edge. There is an increasing trend in this sector wherein large organizations like Toyota, Maruti, etc., are setting up their own training institutions to provide training as per their needs so as to ensure a perfect fit between the employee and the job.

Pharmaceutical sector: India is the largest provider of generic drugs globally. Indian pharmaceutical sector industry supplies over 50 per cent of global demand for various vaccines, 40 per cent of generic demand in the US and 25 per cent of all medicine in UK. However, the pharmaceutical industry has been facing challenges in terms of lack of proficient and skilled manpower. Strict guidelines laid down by several regulatory agencies require the employees to be trained in various quality control practices. In this industry, it is important that organizations adopt a systematic approach to training design so that each employee is specifically trained in technical skills, standard operating procedures and awareness of guidelines for good manufacturing practices.

NOTES

NOTES

IT Sector: The IT industry has been leading the economic transformation of India. This is largely due to the cost effectiveness of the IT services provided. India has become the digital capabilities hub of the world with around 75 per cent of global digital talent present in the country. IT companies have fast realized that investment in training is essential if they have to maintain their global dominance. With new technologies entering the market everyday it is imperative that employees be continuously trained. For this companies are focusing both on technical training and managerial skills. Many companies have started their own training centres. For example, Sun has its own training department. Accenture has Internet based tool by the name of 'My Learning' that offers access to its vast learning resources to its employees.

13.2.1 Government Policy on Training

Let us now see the policy of the Government of India related to training.

National Training Policy 2012

In 1996, the National Training Policy was formulated for matters related to training of civil servants. However, with changes happening in various spheres of governance and to further build the capacity a need was felt to review the policy. The National Training Policy 2012 was then introduced by the Department of Personnel and Training, Government of India to be implemented by all central government ministries and departments.

The framework of this policy is based on the 'competency based training' model. The competency framework focuses on the principle that each job should be performed by an individual who has the required competency for the job. The competencies need to be laid down for various posts. The training plan of each Ministry/Department/Organisation needs to address the gap between the existing and the required competencies and provide opportunities to the employees to develop their competencies.

- (i) Training Objective:** The objective of training will be to develop a professional, impartial and efficient civil service that is responsive to the needs of the citizens
- (ii) Training Target:** All civil servants from the lowest level functionaries to the highest level will be provided with training (a) At the time of their entry into service, and (b) At appropriate intervals in the course of their careers.
- (iii) Role of Ministries/Departments:** The following are some of the responsibilities of the Ministry/Department
 - Appoint a Training Manager who will be the Nodal Person for implementation of the training function in that Ministry/Department;
 - Create a Training Cell with HR and Capacity Building Professionals to assist the Training Manager;
 - Classify all posts with a clear job description and competencies required;

- Develop Cadre Training Plans (CTPs)
 - Make the immediate supervisor responsible and accountable for the training of the staff working under him
 - Allocate appropriate funds to carry out the training
- (iv) **Role of Training Institutes:** Government training institutions lie at the heart of the training system. The training institutions are responsible for carrying out a number of training related functions. They are also needed to provide technical assistance and advice in preparation of annual training plans for the Ministry/Department and in outsourcing training (if so required). Behavioural and attitudinal trainings also need to be taken into the scope of training. The training institutes also need to maintain database of trained manpower. Training institutes are discussed in detail in Unit 14.
- (v) **Trainer Development Programme:** Certification of trainers under the Trainer Development Programme has contributed towards development of a cadre of trainers
- (vi) **Foreign Training:** Foreign training provides opportunities for the trainers to be exposed to international best practices of development, policy formulation and governance in leading institutions of the world. Officers are sent for foreign training under the scheme.
- (vii) **Funding:** Adequate funding (atleast 2.5%) of the salary budget should be set aside by each department for training purposes.
- (ix) **Training for Rural and Urban Development:** The objective of this training is to familiarize the trainees with grassroot institutes of rural and urban development. The officer trainees may be given 'hands on experience' of grass root level administration in Panchayati Raj Institutions and Urban Local Bodies by placing them as Executive Officers of Gram Panchayats/ Municipalities for a suitable duration.
- (x) **Implementation and Coordination:** The nodal agency for implementation of the National Training Policy will be the training division of Department of Personnel and Training. A committee will be set up for implementation and monitoring of the policy. The committee shall be chaired by the Secretary, Ministry of Personnel, Public Grievances and Pensions and consisting of the Secretaries of the Departments of Urban Development and Rural Development, Administrative Reforms & Public Grievances, the Director of the LBSNAA and three Representatives each of the State and Central Training Institutions (on a 2 year rotational basis) with Joint Secretary (Training) as the Member Secretary.
- (xi) **State Training Policies:** It is recommended that each State formulate/ adopt a training policy based on and similar to the new National Training Policy so that there is a formal, articulated framework within which training is conducted at the state level. This would enable States to develop an

NOTES

NOTES

action plan including identification of institutions, training programmes, trainers etc. for training of State civil servants. It is recommended that the State Governments designate the State Administrative Training Institutes as Apex Training Institutions of the State and empower them to play a lead role in co-ordinating training across sectors and departments. Further, the ATIs need to be strengthened with adequate funds, infrastructure, manpower and decision making powers.

13.2.2 Corporate Social Responsibility

Corporate social responsibility constitute activities undertaken by the organization which have a positive impact on society and environment. The CSR concept is based on the 'triple bottom line approach' which focuses on organizations promoting their financial interests along with contributing towards the socioeconomic growth of the society. According to the Companies Act 2013, the following categories of organizations need to compulsorily spend 2% of their net worth on CSR activities.

- Companies with net worth ₹ 500 crore or more.
- Companies with annual turnover of ₹ 1000 crore or more
- Companies with annual net profit of at least ₹ 5 crore

With skill training having taken centre stage towards developing the nation there has been an increase in the number of companies which are focusing on Education and Skill development and training as an area of CSR. Some of the initiatives taken by Indian companies in this are as follows:

- Maruti Suzuki Limited as a part of its CSR partners with Industrial Training Institutes to train skilled workers some of which are hired by them.
- Airport Authority of India, a public sector undertaking, has set up a skilling centre in Mumbai in collaboration with NIIT.
- Larson and Toubro Limited has established eight construction skill training institutes to contribute towards requirement of skilled manpower in the construction sector.
- ICICI Academy of Skills is a venture by ICICI Prudential Life Insurance Company for training of underprivileged youth to make them employable. This academy operates through its 24 centres across the country.

Contribution towards training and skilling can be made a part of the CSR function in a number of ways. The following models have been suggested in this regard:

- (i) To set up own training organization or fund an existing organization for imparting skills in the specific sector in which the organization has expertise. The training can also be extended to include other areas to enable the youth to become more employable
- (ii) Corporates can adopt existing training institutes and help them through research and development, knowledge transfer, modernizing the

infrastructure etc. For example, automotive companies like Maruti Limited, Ashok Leyland, Tata Motors have adopted a number of ITIs. They not only provide support in modernizing these institutes but also provide employment opportunity to the trained manpower rolling out of these institutes. Mercedes Benz has set up an ‘Advanced Auto Body Repair Training Center’ in association with Don Bosco ITI in Pune Software companies like Adobe, Microsoft and IBM offer training software at subsidized prices to both training institutes as well as educational establishments.

- (iii) Corporates can support start-ups and entrepreneurial ventures through incubation support, seed funding and mentoring.
- (iv) Another way in which organizations are contributing is by providing opportunities for sustainable livelihoods in rural areas. This is where corporates can provide market access for products and services, facilitate micro finance in order to supplement training and skill development. For example, HSBC and Mann Deshi Foundation support micro finance and have built in training and skill development in their lending programmes. Ecommerce ventures such as Snapdeal and Flipkart provide access to producers as well as artisans for selling their products online.

NOTES

Check Your Progress

1. When was the National Training Policy formulated for matters related to training of civil servants?
2. What is corporate social responsibility?

13.3 ICEBREAKERS

Icebreakers are activities conducted at the beginning of the training programme to ‘break the ice,’ i.e., basically to familiarize the participants with each other. For training to be effective it is important that the learners interact with each other and ice breakers facilitate the introduction of participants with each other by helping them overcome their initial hesitation. It is advisable to begin every training with an ‘ice breaking’ activity as this sets the pace for training by creating a climate that is conducive for learning and building a team spirit amongst the participants. However, the length and number of icebreaking activities can vary.

What icebreaking activity to use depends on a number of factors like:

- The size of the group
- The time available for training
- The type of training activity
- Characteristics of the participants
- Resources available

NOTES

The group that is being trained may or may not know each other. In either cases, ice breaking activity is recommended as besides introducing participants to each other an icebreaking activity can warm up the interaction, reinforce the topic of the session and ensure that the participants ‘loosen up’ a little and enjoy their interaction during the session. Certain ice breakers require the participants to take the lead, while in some others the trainer takes the lead. This is largely determined by the purpose of the icebreaker and the characteristics of the participants. Choosing the right icebreaking activity is important and the following factors need to be borne in mind while doing so:

- (i) **Purpose of the ice breaker:** One needs to be clear whether the ice breaker is only being used to introduce the participants to each other and make them comfortable with each other or the purpose is also to provide a preview of the training, energise and build enthusiasm of the participants or any other purpose.
- (ii) **Group size:** The group size will play a role in the choice of ice breaker and sometimes for larger groups it may be worthwhile to consider breaking the group into smaller teams for more in-depth activities.
- (iii) **Training space available:** How much space and where it is available are also determining factors in the choice of ice breaker. Outdoor activities differ from in room activities. If room size is small with impediments in the form of tables and chairs mobility for activity may be affected and one may need to decide on the ice breaker accordingly.
- (iv) **Time available:** Time limitations also contribute in deciding on the ice breaking activity. A training programme of longer duration can afford to have an in-depth ice breaking activity. More time will allow more interaction between participants and also can provide an insight into training.
- (v) **Characteristics of the participants:** The age group, hierarchical position in the organization, extent of diversity in the group, the educational background of the participants also play an important role while selecting the ice breaker.

Sample Ice breaker

Purpose – To familiarize the participants with each other

Divide the participants into groups of five. Give instructions to the participants that they need to list out ten things they have in common with other members of the group. (Avoid items such as body parts etc.)

Get the participants to read out their list. Apart from helping the participants to know each other more this activity also provides the trainer with interesting information about the participants which he / she can use later during the course of training to facilitate learning and make the training more interesting.

13.4 RELEVANCE OF CULTURE OF PARTICIPANTS

With the advent of globalization, organizations have diverse employees and thus training groups comprise of participants coming from different cultures. Culture can be defined as pervasive beliefs, norms and values that guide the behaviour of individuals. One of the contributing factors for variations in behaviour of individuals is cultural differences. Cultural values also have a major influence on the way people relate to each other and what they aspire for in life. For example, Americans for example value freedom – they prefer to be self-reliant. On the other hand, Japanese find higher value in belongingness as compared to individualism. They prefer to take collective decisions with support from a group. Such cultural differences have an impact on the learning style of the trainees.

This poses myriad challenges for the trainer as in a cross cultural training environment the trainer has to deal with people having different value systems, religious beliefs and viewpoints depending on their backgrounds. The trainer needs to ensure that nothing in the training offends the sensibilities of the participants. Moreover, it is also important that the training content delivered needs to be relevant in the cross cultural context. The trainer needs to think with a global mind-set, i.e., he/ she needs to view the participants coming from different cultures in a non-judgmental manner, avoid stereotyping and respect the typical characteristics of the culturally diverse participants.

An understanding of Hofstede's cultural dimensions will help in explaining the behaviour of individuals based on the four identified cultural dimensions: power distance, uncertainty avoidance, individualism and masculinity.

- **Power distance:** It refers to the extent to which the members of an organization believe that power is distributed unequally. Cultures in which the subordinates blindly follow the order of superiors have high power distance. India, Singapore, Brazil, Malaysia are countries with high power distance whereas countries like USA, Australia, New Zealand, Ireland represent societies with low power distance.
- **Uncertainty Avoidance:** Uncertainty avoidance is the extent to which people feel threatened by ambiguous situations and seek to avoid these situations. Cultures with high uncertainty avoidance (Italy, Korea, Mexico, Belgium, and Russia.) are characterized by norms, values and beliefs which suggest avoiding conflicts, adherence to laws and which accept that experts are usually correct. On the other hand, low uncertainty avoidance cultures (United States, India, China, Singapore and Great Britain) have people who are more willing to undertake risks and are more ambitious.
- **Individualism:** People in individualistic cultures tend to focus on themselves and their close family. They are generally not dependent on groups for support, take decisions individually and individual performance

NOTES

NOTES

and achievement is important for them. The opposite of this is a collectivist culture wherein the people are more group oriented, i.e., their identity is associated with the group they belong to. Group decision making is more common and groups protect the interest of their members. The United States, Canada, Sweden, Australia have individualistic cultures whereas countries like India, Brazil, Japan, Pakistan exhibit a collectivist culture.

- **Masculinity:** Cultures high on masculinity are characterized by dominance of values such as success, money and materialistic things. Assertiveness, dominance, achievement, ambition, distinct gender roles are the characteristics of people belonging to a masculine culture. Cultures which are feminine have people who are more relationship oriented, nurturing and value traits such as environmental consciousness and quality of life. The gender roles are more fluid in feministic cultures. Countries high on masculinity include Slovakia, Japan, Hungary, Austria, Venezuela and some examples of countries with a feminine culture include Sweden, Denmark, Netherlands, Norway and Slovenia.

Language, accent and pace of speaking needs to be especially considered by the trainer while dealing with a diverse group. The trainer should not assume the proficiency of the participants in a language especially if it is a non-native language for the participant. Languages can be classified into two categories: low context and high context languages. In low context languages, people state things directly and explicitly whereas in high context languages people state things indirectly and implicitly. In high context languages, communications can have multiple meanings and the context in which it is being done impacts its interpretation. Asian and Arabic languages are high context and often what is left unsaid is just as important as what is said.

Using simple language, supplementing it with hand-outs and PowerPoint slides may be beneficial. Some authors also suggest employing a variety of methods rather than relying on one method. This will increase the odds of successful engagement. A deep knowledge of the culture of the participants on the part of the trainer is important. This includes information about sensitive topics pertaining to a culture, gender practices, festivals, religious beliefs etc. Nonverbal communication is another aspect to be considered while dealing with culturally diverse participants. Nonverbal communication includes gestures, voice, intonation, physical distance, use of colours, handshakes etc. It is easy to misinterpret nonverbal communication of another culture and a trainer needs to deal effectively with this.

Another aspect to this is that when the participants are from diverse cultural groups there is scope for a lot of peer exchanges over and above the training content. Discussion among learners in an informal learning mode may possibly lead to better understanding and adoption. Interaction during lunch and tea breaks also helps improve connectedness and getting to know the participants.

Check Your Progress

3. Why is it advisable to begin every training with an ice breaking activity?
4. Define culture.
5. What is uncertainty avoidance?

NOTES

13.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The National Training Policy was formulated for matters related to training of civil servants in 1996.
2. Corporate social responsibility constitute activities undertaken by the organization which have a positive impact on society and environment.
3. It is advisable to begin every training with an ‘ice breaking’ activity as this sets the pace for training by creating a climate that is conducive for learning and building a team spirit amongst the participants.
4. Culture can be defined as pervasive beliefs, norms and values that guide the behaviour of individuals.
5. Uncertainty avoidance is the extent to which people feel threatened by ambiguous situations and seek to avoid these situations.

13.6 SUMMARY

- The business landscape of India is changing rapidly. Trained manpower is crucial to keeping pace with technological, economic and social developments.
- Realising the importance of the role of human resource in development, Indian corporates are increasingly investing in their people to effectively meet future challenges and get a global competitive advantage.
- In 1996, the National Training Policy was formulated for matters related to training of civil servants.
- The National Training Policy 2012 was then introduced by the Department of Personnel and Training, Government of India to be implemented by all central government ministries and departments.
- Corporate social responsibility constitute activities undertaken by the organization which have a positive impact on society and environment.
- The CSR concept is based on the ‘triple bottom line approach’ which focuses on organizations promoting their financial interests along with contributing towards the socioeconomic growth of the society.

NOTES

- Icebreakers are activities conducted at the beginning of the training programme to 'break the ice,' i.e., basically to familiarize the participants with each other.
- For training to be effective it is important that the learners interact with each other and ice breakers facilitate the introduction of participants with each other by helping them overcome their initial hesitation.
- With the advent of globalization, organizations have diverse employees and thus training groups comprise of participants coming from different cultures.
- This poses myriad challenges for the trainer as in a cross cultural training environment the trainer has to deal with people having different value systems, religious beliefs and viewpoints depending on their backgrounds.
- Language, accent and pace of speaking needs to be especially considered by the trainer while dealing with a diverse group.

13.7 KEY WORDS

- **Globalization:** It is the process of interaction and integration between people, companies, and governments worldwide.
- **Ice Breaker:** It is a thing that serves to relieve inhibitions or tension between people.
- **Corporate Social Responsibility:** It is a business approach that contributes to sustainable development by delivering economic, social and environmental benefits for all stakeholders.
- **Individualism:** It is the habit or principle of being independent and self-reliant.

13.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Write a short-note on corporate social responsibility.
2. Why are icebreakers important for training?
3. Discuss Hofstede's cultural dimensions theory.

Long Answer Questions

1. Describe the training needs of various sectors in India.
2. Discuss the National Training Policy introduced in 2012.

3. Explain the factors that should be kept in mind while choosing the ice-breaker activity.
4. Examine the challenges faced by trainers in a cross-cultural environment.

13.9 FURTHER READINGS

- Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.
- Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.
- Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.
- Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.
- Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

NOTES

UNIT 14 TRAINING INSTITUTES IN INDIA

NOTES

Structure

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Training Institutes in India
 - 14.2.1 Training and Development in Private and Public Sector Organizations
 - 14.2.2 Design of Training Evaluation
 - 14.2.3 Role of Stakeholders in Training Evaluation
- 14.3 Answers to Check Your Progress Questions
- 14.4 Summary
- 14.5 Key Words
- 14.6 Self Assessment Questions and Exercises
- 14.7 Further Readings

14.0 INTRODUCTION

In the previous unit, you learnt about training and development in India. In this unit, the discussion on training and development will continue. We will be examining the different training institutes of India. The unit will also discuss development programmes in public and private sector in India as well as the role of trainers and line manager in training evaluation.

14.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the training institutes in India
- Explain the role of trainers and line managers in evaluation
- Describe the Kirkpatrick's model of training evaluation
- Discuss the design of evaluation in detail

14.2 TRAINING INSTITUTES IN INDIA

Realizing the importance of the role trained manpower plays in the growth of any economy, training has received a strong impetus from organizations both in the government and private sector.

A number of training institutes have been established at the Central and state level by the government to conduct HRD programmes for civil, administrative

and public sector organizations. The Central training institutes established under the Department of Personnel and training, Government of India include Lal Bahadur Shastri National Academy of Administration in Mussorie, National Academy of Audit & Accounts in Shimla, Institute of Secretariat Training and Management in Delhi, Central Bureau of Investigation Academy in Ghaziabad, Indian Institute of Public Administration in Delhi, and so on. To institutionalize training of administrative personnel at the state level several Administrative Training Institutes have been established. In addition there are institutes like National Thermal Power Institute (for training in the power and energy sector), National Institute of Bank Management Pune, National Institute for Entrepreneurship and small business development, National Teachers training and Research Institute, which are responsible for training manpower specific to a sector.

NOTES

List of Central Training Institutes

- Central Bureau of Investigation Academy, Ghaziabad
- Foreign Service Institute- Indian Trainees, New Delhi
- Indian Institute of Foreign Trade, New Delhi
- Indian Institute of Mass Communication, New Delhi
- Indian Railways Institute of Transport Management, Lucknow
- Indian Statistical Service (Training Division), New Delhi
- Indira Gandhi National Forest Academy, Dehradun
- Institute of Economic Growth, New Delhi
- Institute of Government Accounts & Finance, New Delhi
- Institute of Secretariat Training and Management, New Delhi
- Lal Bahadur Shastri National Academy of Administration, Mussorie
- National Academy of Audit & Accounts, Shimla
- National Academy of Customs Excise & Narcotics, Faridabad
- National Academy of Defence Production, Nagpur
- National Academy of Direct Taxes, Nagpur
- National Academy of Indian Railways
- National Industrial of Financial Management, Faridabad
- National Industrial Security Academy, Hyderabad
- National Institute of Communication Finance, Ghaziabad
- National Institute of Defence Estates Management, New Delhi
- National Institute of Defence Financial Management, Pune
- National Telecom Institute for Policy Research, Innovation and Training, Ghaziabad

- Rafi Ahmed Kidwai National Postal Academy, Ghaziabad
- Sri Jagjivan Ram Railway Protection Force Academy, Lucknow
- State Planning Institute, Lucknow
- SVP National Police Academy, Hyderabad

NOTES

The Prime Ministers Skill India campaign launched in 2015 is a mega step towards creating trained manpower in the country. The National Skill Development Corporation of India (NSDC) was setup under the Ministry of Skill Development and Entrepreneurship as a one of its kind, Public Private Partnership Company with the primary mandate of catalysing the skills landscape in India. NSDC is working with 21 Universities, UGC and AICTE catering to more than 1200 colleges and 400 community colleges across the country. NSDC funded training partners are involved in imparting trainings to the students under these partnerships. The infrastructure is allocated by the respective colleges of the University. A project management team ensures monitoring and evaluation of ongoing trainings. In addition to this, to impart vocational training India has more than 13,000 Industrial Training Institutes (it is) of which 85% are run by the private sector and 15% are government funded.

Box 14.1: The All India Management Association

The All India Management Association (AIMA) is the national apex body of the management profession in India. AIMA was created with the active support of the Government of India and Industry in 1957. AIMA has a broad base of 67 Local Management Associations including two cooperating LMAs abroad, with a membership crossing 30,000 in number. AIMA is a non-lobbying organization, working closely with Industry, Government, Academia and students to further the cause of the management profession in India. AIMA makes a salutary contribution to management learning and practice in the country by offering various services in the areas of testing, distance education, skill development & training, research, publications and management development programmes. Today through its diverse array of certificate, diploma and PhD programmes delivered in blended learning mode, AIMA provides aspiring and practicing management professionals an opportunity to enhance their knowledge and competency. AIMA provides skill and competency based industry co-partnered courses in close partnerships with organizations like The World Bank, Purdue University, UK's NOCN, ICICI Centre for Financial Learning to name a few. Not just restricting itself to management education, the association has also built capability in Skill Development and Training, was instrumental in the setting up of India's first Management & Entrepreneurship and Professional Skills Council – of which AIMA is the sole promoter.

Source : <https://www.aima.in>

14.2.1 Training and Development in Private and Public Sector Organizations

The training and development function is equally important both for public or private sector organizations. Efficiency and optimum utilization of human resource is vital for existence of an organization irrespective of whether it is a part of the public or private sector. However, it is important to understand the fundamental difference between these sectors. Public sector organizations were established with a focus on up the basic infrastructure for serving the general public taking into account their interest. Private sector organizations, on the other hand, are concerned with earning profit. Public sector organizations are more bureaucratic in structure, require extensive documentation compared to private organizations and consequently various processes including the HR processes like recruitment and separation are more complex and time consuming. Private sector organizations have more freedom to operate while laws, regulations, rules, standard operating procedures and checks and balances are the hallmark of public organizations. Thus, the above mentioned differences affect the development programs for the employees in both the sectors though there is no denying the importance of these programs. For example, leadership in both spheres requires specific abilities for achieving their goals. While private sector managers often benefit from analytical thinking, business savvy and creative marketing techniques, public administrators who wish to excel require a deep understanding of laws and strong communication and interpersonal skills in addition to the business-oriented skills of a private sector manager. Another difference which impacts the employee development initiative is the way employees are viewed by the management. In public sector organizations employees and management view each other from a long term perspective, i.e., the association between the two is considered long term. This results in considerable investment in training of employees, career and succession planning using planned job rotations and role based trainings. The organizations have tie ups with international and national institutes of repute wherein specifically organized development and training programmes are offered.

Since the turnover rate is comparatively higher in private sector organizations, i.e., average job tenure of employees is lesser, the employees and management view each other with a short term perspective. The training and development activities are within well-defined strict budget. Expensive trainings, study leave to upgrade qualification, and so on, come with an undertaking to continue in the organization for at least a certain period of time.

14.2.2 Design of Training Evaluation

Organizations are investing a considerable amount of resources on training with an expectation of accruing equivalent benefits from the investment. It is thus important that the resources in terms of time, money and efforts spent on training be justified,

NOTES

NOTES

i.e., the training should be effective and efficient. Effectiveness of the training refers to the extent to which the training objectives have been achieved by way of benefits received by the trainees and the organization from the training and efficiency refers to achieving the desired learning outcomes with optimum use of resources, i.e., with minimum wastage.

In general terms, the following are some of the definitions of evaluation:

- Boulmetis and Dutwin (2000) defined evaluation as the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved.
- Stufflebeam (2001) defined evaluation as a study designed and conducted to assist some audience to assess an objects merit and worth
- According to Calabrese (1998) evaluation is the process of forming value judgements about the quality of programs, products and goals.

Training evaluation is the process of obtaining information about the impact of the training programme and measuring the outcomes achieved against the training objectives set. Evaluation process should not be considered as a one-time activity conducted towards the end of the training programme. Evaluation needs to be an ongoing and integral part of the programme and the evaluation process has to be decided at the time of designing the training programme. Designing an evaluation for training refers to deciding on what, when, how and whom to evaluate with reference to the training.

Purpose and Benefit of training evaluation

Broadly speaking, training evaluation can be considered to have a twofold purpose:

- (i) Firstly to assess the value of the training programme
- (ii) Secondly to provide information about the improvements needed in the training programme to further enhance their effectiveness.

More specifically, the purpose and consequent benefits accrued from the training can be described as follows:

- (i) Alignment with business goals:** Evaluation ensures that training and development objectives and strategies are aligned to the business goals.
- (ii) Achieving training objectives:** Evaluation helps to determine the extent to which the training programme has been successful in achieving its objectives. For every training programme there should be clarity in stating the objectives and expected learning outcomes. The objectives should be specific measurable and achievable so that a realistic assessment is possible about the success of the programme.
- (iii) Improvement for future:** Evaluation also helps to determine the strengths and weaknesses in the training process. Every aspect/ component of the training like need assessment, content, quality of

trainers, learning environment, design of training, transfer of learning, etc., need to be evaluated to make future improvements in the training programme

- (iv) **Cost benefit analysis:** Training means cost to the organization which will impact the bottom line. It is thus important that the amount spent on training be compared with the benefit accrued from it in monetary terms. Programmes that yield a high payoff can be encouraged.
- (v) **Information about trainees:** Evaluation also provides information about the trainees, that is, their potential, learning ability, openness to apply what has been learnt, etc. This will help in taking decisions regarding assigning the right tasks to the employees, performance appraisals, transfers, and so on.
- (vi) **Accountability:** A well designed evaluation process ensures accountability of those involved in designing and implementing the training. Knowing that the results and outcomes will be measured helps ensure that the training programmes are conducted in the right spirit and are not just a mere formality.
- (vii) **Reinforce learning:** Evaluation and feedback helps reinforce the learning imparted to the participants through training. It reminds the participants as to how they need to apply the newly acquired skills and knowledge so that there is value addition in their work.
- (viii) **Database creation:** Evaluation results can help create a database that can be used by training instructors, HRD managers, top management and other relevant parties to take various decisions regarding future training programmes, allocation of resources, deciding on content, participants, etc.
- (ix) **Enhanced organizational performance:** Evaluation ensures that training and development initiatives are assisting in improvement of the bottomline and overall organizational performance.

The purpose of training according to Bramley and Newby (1994) are:

- **Feedback** (linking learning outcomes to objectives and providing a form of quality control)
- **Control** (using evaluation to make links from training to organizational activities and to consider cost effectiveness)
- **Research** (determining relationships between learning, training, transfer to the job)
- **Intervention** (in which the results of the evaluation influence the context in which it is occurring)
- **Power games** (manipulating evaluative data for organizational politics)

NOTES

14.2.3 Role of Stakeholders in Training Evaluation

The following stake holders contribute to the evaluation process to ensure that a holistic 360 degree perspective is obtained:

NOTES

- Top management
- Training Manager
- Trainer
- Line Manager
- Trainee

(a) Role of Top Management

Right from the conceptualization of the training to the evaluation, the involvement of the senior management is very important.

- It ensures that the training programme is aligned with the overall vision and values of the organization.
- It facilitates manpower planning as the top management is keenly aware of the skill sets that a company needs for its growth.
- Involvement of the top management helps the employees in understanding and focusing efforts in context of the larger picture as against the narrow focus that employees may have on their own jobs.
- Since top management is aware of the new initiatives the organization is going to take, those involved in designing the training programme can be made aware of it so that the trainings can be modified to accommodate the new direction the company will be taking. The employees will be more prepared to receive the change being planned
- The employees get a positive message that people at the senior level care and are watching their performance and progress.

Responsibilities

- (a) Creating awareness about the need and value of training
- (b) Involvement in designing the training plans
- (c) Involving the training manager in meetings of the senior management so that he/ she is aware of the overall strategic plans and can align the training accordingly
- (d) Analysing the success of the training from an ROI point of view
- (e) Reviewing the impact of training on the bottomline and giving inputs accordingly for future trainings

(b) Role of Training Managers

Training managers coordinate the training programme. They help ensure that the resources are allotted and utilized optimally and the training goals are effectively achieved.

Responsibilities

- (a) Planning the training programme keeping in view the training need analysis
- (b) Supporting the implementation of the programme
- (c) Evaluating the programme and submitting the various reports to the senior management
- (d) Gathering feedback from and providing feedback to trainees, trainers and management based on evaluation results
- (e) Maintaining relevant contact with senior management for various activities
- (f) Liaising with trainers and line managers for assessment of transfer of learning
- (g) Closely monitoring the programme in terms of content, schedule, quality, etc.

(c) Role of Trainers

Trainers are the interface with the learners and are first hand involved in transferring knowledge and skills to the participants. Learner engagement and absorption primarily depends on the trainer's ability. On the other hand, trainers receive the feedback in terms of reaction of the trainees and are in a good position to evaluate whether learning is happening or not.

Responsibilities

- (a) Involvement in training programme planning
- (b) Continuous monitoring of the programme
- (c) Providing learners with the content and material, effectively delivering it and receiving feedback about the same
- (d) Identification of the level of participants pre and post programme

(d) Role of Line Managers

Line managers are the ones who can provide feedback on whether or not the trainers are utilizing the learning at work, i.e., has transfer of learning taken place in the true sense.

Responsibilities

- (a) Involvement in training need analysis and identification of the participants
- (b) Giving feedback about the participant once he completes his training

NOTES

- (c) Debriefing of the trainee as regards expectations from him and deciding on an action plan to implement what has been learnt.
- (d) Suggest modifications for future trainings based on performance feedback of the trained employee.

NOTES

Types of Evaluation

The different types of training evaluation encompass:

- (i) Self-evaluation of the participant.
- (ii) Participant evaluation by the trainer.
- (iii) Trainer evaluation by the participant.
- (iv) Evaluation of training design by the participants in terms of content, scheduling and timing, pedagogical techniques etc.
- (v) Content evaluation by the trainer based on their experience during training to suggest modifications for future trainings.
- (vi) Evaluation of administrative arrangements by participants like location, seating, ventilation, distractions, meals etc.
- (vii) Evaluation by relevant stakeholders of the participants transfer of learning to the job.

Types of evaluation design

A number of designs are available to evaluate training programs based on the following characteristics:

- Who is involved (trainee and comparison group)
- Timing of data collected (Pre training or post training)
- Time taken to conduct the evaluation
- Strength of the evaluation

(i) Post-test only

It refers to a design in which measurement is carried out only after the training has been conducted. If needed, a comparison can be made with a control group which has not undergone the training but whose members have similar characteristics as those of the trained group. The cost involved is low, the time consumed is less and strength of the evaluation is also low.

(ii) Pretest Post test

Here both pre training and post training measures are collected and compared to evaluate the effectiveness of training. The cost involved in this evaluation design is low, time consumed is also less, however, the strength of the evaluation is medium, i.e., it is an improvement over the pretest only design.

(iii) Pretest / post-test with comparison group

In this design, both trainees and a comparison group are included. Post-test measures are compared with both the pre-test measures and the measures of the control/ comparison group. If the improvement is greater in case of post-test measures then it is an indication that the difference is because of the training. The time taken for evaluation in this design is more compared to the first two designs discussed but the strength of the evaluation is high.

(iv) Time series

In this design the measures are collected at periodic intervals before and after the training and the results compared. Its major advantage is that it gives an indication about the stability of training outcomes over time. The time consumed in carrying out the evaluation is more in this design and the evaluation strength is medium.

(v) Solomon four group design

This design is a combination of pre-test / post-test comparison group and a post-test only control group. A training group and a comparison group are measured both before and after the training and another training group and control group are measured post training. This design is considered very strong and free from threats to internal and external validity.

Approaches and Models of Training Evaluation

The two most popularly used approaches to training are:

- Goal based approach: This includes Kirkpatrick's model of training evaluation
- Systems based approach: This includes the following models
 - o CIPP Model- Context, Input, Process Product model (Worthen and Sanders 1997)
 - o TVS Model – Training Validation System model (Fitz-Enz 1994)
 - o IPO- Input Process Output model (Bushnell 1990)

In the following section, the Kirkpatrick Model of Training Evaluation is discussed in detail.

Kirkpatrick's Model of Training Evaluation

One of the most popular training evaluation models is one that was developed by Donald Kirkpatrick in the 1950s. We have already discussed the model previously. The model involves evaluating the training outcomes at four levels

- Level 1- Reaction
- Level 2- Learning
- Level 3- Behaviour
- Level 4- Results

NOTES

NOTES

Level 1 – Reaction: What the participant thought and felt about the programme?

This is the first level of feedback and it measures the reactions and impressions the trainees had about the programme. Apart from the participants impression to the entire programme, this level also measures the participants reactions towards the various components of the programme like the content, training material, trainers, delivery methods and style, schedule, infrastructure administrative arrangements, etc. Feedback on each of these aspects will help in making necessary modifications for future programmes for an enhanced experience.

The measurement techniques involve use of questionnaires, attitude surveys, interviews and comment sheets that can be filled by the participants after the training. Observing the reaction of the participants is another way of receiving feedback, though it is not used often. It may be worthwhile to take a feedback from the trainer to get another perspective regarding the success of the programme.

The questionnaire/ feedback form can contain both open ended and closed ended questions.

Some sample questions include

- In your view what were the three things you liked about the training programme (strengths)?
- In your views what were the weaknesses of the programme?
- On a five-point Likert scale rate, the following aspects of the training programme (giving a weightage of 5 to 'Excellent' and 1 to 'Poor')
 - (i) Content
 - (ii) Pedagogy followed
 - (iii) Training material
 - (iv) Use of audio-visuals

Thus, a detailed Level 1 evaluation can provide formative evaluation information both in terms of overall participant reaction (whether to continue with the training or not ?) as well as feedback and evaluation on specific aspects of the training. A positive reaction to the training programme will help ensure Level 2, Level 3 and Level 4 outcomes take place. A negative reaction to specific aspects is also useful as it provides information whether the training programme needs to be eliminated or continued with improved modifications.

It is also suggested to get the feedback questionnaire filled anonymously as this way there is greater likelihood of getting a more honest feedback from the respondents.

Level 2– Learning: What is the resultant increase in knowledge and capability of the trainee?

A well-defined training programme has clearly defined training objectives and expected learning outcomes. The learning outcomes can emphasise on the

acquisition of knowledge, skills and attitude. The learning outcomes achieved through training need to be measured against the initially laid out outcomes. Thus, learning outcomes need to be objective and quantifiable.

Knowledge acquisition can be measured using instructor constructed achievement tests. These may be in the form of paper pen tests, presentations, viva voce, computer based tests, etc.

Skills require some kind of manual or motor response, therefore a performance test is used. It requires the participant to create a product or demonstrate a process. Job simulations can be used to measure skills acquired. Case studies and situation reaction tests can be used to measure skills like problem solving, decision making and analytical skills.

Attitudes are generally measured using questionnaires. The respondents give their ratings of various items on a Likert Scale along with some open ended questions/ essays to allow the respondents to answer in their own words

Level 3– Behaviour: To what extent have the knowledge skills and attitude been translated to improved behaviour?

The objective of Level 3 evaluation is to find out if there is any change for the better in the on-job behaviour of the participants after having attended the training program. It involves measuring the transfer of knowledge skills and attitudes from the training context to the workplace. Positive reaction (Level 1) and enhanced learning (Level 2) influence the transfer of learning to the job. However, there are a number of other factors like favourability of working conditions and work settings that also influence the efficacy of transfer of learning.

We can broadly categorise into two sets the factors which make transfer of learning more likely to occur.

- (i) Training factors
- (ii) Work place factors

Training factors are certain aspects of the training program that can be focused upon to ensure and facilitate transfer of learning. These include:

- (i) Situated learning: The learning environment/ context is made as similar to the actual work environment
- (ii) Transfer through principles: This involves ensuring that the participants understand the general principles behind the behaviour so that they adopt and exhibit the desired behaviour more willingly.
- (iii) Motivate the trainees: The content of the training needs to be related to the expected future value in terms of job so that the trainee is intrinsically motivated to apply the knowledge gained

Workplace factors are certain aspects in the work environment that the trainee returns to after completion of the training. These factors would help in transfer of learning taking place and reinforce the desirable behaviour. These include:

NOTES

NOTES

- (i) An organizational climate that supports change
- (ii) Support from the trained employees direct supervisor and colleagues in the form of extrinsic rewards such as help, encouragement, praise, monetary increments, recognition etc.
- (iii) Intrinsic motivation from applying the new skills, knowledge or attitude
- (iv) Ensuring that the trained employee gets adequate opportunity to use his / her knowledge and skills.

The commonly used evaluation design to measure Level 3 evaluation is one group pre-test post-test design (this involves measuring the behaviour you plan on training, letting the participants go through the training programme and then measuring the behaviour again after training). However, while making the post-test measurements, adequate time must be given for transfer of learning to take place and the new behaviour to set in.

Another evaluation design for Level 3 measurement is the retrospective design. Under this design, the participants in the survey are asked to think back about the behaviour before the training programme and then compare it to the current behaviour. This survey can also be used with supervisors, managers and colleagues of the training participants.

Level 4– Result: What is the effect of the trainee’s performance on the organization?

The objective of Level 4 performance is to assess the impact the training has on organizational effectiveness such as cost reduction, output quality, etc. One aspect of Level 4 evaluation is the extent to which the programme contributes to the bottomline. However, it need not restrict itself to measuring the return on investment but can include other results contributing directly or indirectly to improving organizational effectiveness and efficiency. Some of the Level 4 outcomes which can be evaluated include:

- Improved quality of work
- Improved employee morale
- Reduced absenteeism
- Reduced turnover
- Higher productivity through increased efficiency of processes
- Wastage reduction
- Improved communication
- Reduced accidents
- Increased profits
- Fewer grievances
- Improved work culture and quality of work life
- Greater job satisfaction

Evaluation of Level 4 outcome is the most difficult as compared to Level 1, Level 2 and Level 3 outcome. This is because there are a number of factors that influence the above mentioned outcomes and it is difficult to establish evidence that the outcomes were a result of the training programme. Moreover, before these outcomes occur and are measured a considerable time has to elapse and during this time a number of other variables operate on the outcomes.

NOTES

Check Your Progress

1. What is the National Skill Development Corporation of India?
2. Why were public sector organizations established?
3. List some of the different types of training evaluation.
4. What are the two sets of factors that makes transfer of learning more likely to occur?

14.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The National Skill Development Corporation of India (NSDC) was setup under the Ministry of Skill Development and Entrepreneurship as a one of its kind, Public Private Partnership Company with the primary mandate of catalysing the skills landscape in India.
2. Public sector organizations were established with a focus on up the basic infrastructure for serving the general public taking into account their interest.
3. The different types of training evaluation encompass:
 - (i) Self-evaluation of the participant.
 - (ii) Participant evaluation by the trainer.
 - (iii) Trainer evaluation by the participant.
 - (iv) Evaluation of training design by the participants in terms of content, scheduling and timing, pedagogical techniques etc.
4. The two sets the factors which make transfer of learning more likely to occur are:
 - Training factors
 - Work place factors

14.4 SUMMARY

- A number of training institutes have been established at the Central and state level by the government to conduct HRD programmes for civil, administrative and public sector organizations.

NOTES

- The Central training institutes established under the Department of Personnel and training, Government of India include Lal Bahadur Shastri National Academy of Administration in Mussorie, National Academy of Audit & Accounts in Shimla, Institute of Secretariat Training and Management in Delhi, Central Bureau of Investigation Academy in Ghaziabad, Indian Institute of Public Administration in Delhi, and so on.
- The Prime Ministers Skill India campaign launched in 2015 is a mega step towards creating trained manpower in the country.
- The training and development function is equally important both for public or private sector organizations.
- Efficiency and optimum utilization of human resource is vital for existence of an organization irrespective of whether it is a part of the public or private sector.
- Organizations are investing a considerable amount of resources on training with an expectation of accruing equivalent benefits from the investment. It is thus important that the resources in terms of time, money and efforts spent on training be justified, i.e., the training should be effective and efficient.
- Training evaluation is the process of obtaining information about the impact of the training programme and measuring the outcomes achieved against the training objectives set.
- Evaluation also provides information about the trainees, that is, their potential, learning ability, openness to apply what has been learnt, etc.
- A number of designs are available to evaluate training programs based on the following characteristics:
 - o Who is involved (trainee and comparison group)
 - o Timing of data collected (Pre training or post training)
 - o Time taken to conduct the evaluation
 - o Strength of the evaluation
- One of the most popular training evaluation models is one that was developed by Donald Kirkpatrick in the 1950s.
- The model involves evaluating the training outcomes at four levels
 - o Level 1- Reaction
 - o Level 2- Learning
 - o Level 3- Behaviour
 - o Level 4- Results

- A well-defined training programme has clearly defined training objectives and expected learning outcomes. The learning outcomes can emphasise on the acquisition of knowledge, skills and attitude.
- The commonly used evaluation design to measure Level 3 evaluation is one group pre-test post-test design (this involves measuring the behaviour you plan on training, letting the participants go through the training programme and then measuring the behaviour again after training).
- Evaluation of Level 4 outcome is the most difficult as compared to Level 1, Level 2 and Level 3 outcome.

NOTES

14.5 KEY WORDS

- **Feedback:** It means information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.
- **Questionnaire:** It means a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study.
- **Stakeholders:** It refers to persons with an interest or concern in something, especially a business.
- **Evaluation:** It is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards.

14.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. List some of the Central Training Institutes of India.
2. What is the purpose and benefit of training evaluation?
3. Why is the evaluation of Level 4 outcome under the Kirkpatrick's model the most difficult?
4. Differentiate between public and private sector organizations.

Long Answer Questions

1. Examine the Kirkpatrick's Model of Training Evaluation in detail.
2. Describe the purpose and benefit of training.
3. Explain how training evaluation are designed.
4. Examine the role of different stakeholders in training.

14.7 FURTHER READINGS

NOTES

Pareek, Udai and Rolf Lynton. 2011. *Training for Development*. New Delhi: SAGE Publications.

Blanchard, Nick P., and Thacker W. James. 2007. *Effective Training: Systems, Strategies, and Practices*. New Delhi: Prentice Hall of India.

Buckley, Roger and Caple Jim. 2007. *The Theory and Practice of Training*. London: Kogan Page Ltd.

Noe, Raymond A. 2008. *Employee Training and Development*. New Delhi: Tata McGraw-Hill.

Drucker, Peter F. 1999. *Management: Tasks, Responsibilities, Practices*. London: Butterworth-Heinemann.

CASE STUDIES

Case Study: 1

ABC Telecom

ABC is a large telecom company and Deepak Kharbanda (DK) is the CEO of ABC Telecom. He is a people-friendly CEO but known to be a hard task master. At the monthly staff review meeting, after the Manager Training and Development Dinaz Patel (DP) had given a brief about the activities of the department especially about the OMDP (Outbound Management Development Programme) that had been conducted with all managers throughout the company, the CEO asked her a few questions. The OMDP revolved around activities designed to improve leadership communication skills, planning, change management, delegation, teamwork and motivation. Participants were divided into teams and assigned tasks or activities for completion in a specified time. Achievement and performance during these activities was reviewed in group discussions, facilitated by a behavioural trainer, to identify behaviours that enhance performance or lead to failure or decreased performance. The trainer was a renowned expert in this area. Here is an excerpt of their conversation:

DK: I found the workshop very interesting and intriguing. But I am curious what specific value such workshops have brought to the company. Do you have any way of showing the results of all 15 workshops?

DP: We certainly have improved team work and communications throughout the company. I hear people make comments about how useful the process has been to them personally.

DK: Do we have something more precise? Do we have how much we spent on these workshops?

DP: I am not sure how much money we spent, but I can always find out.

DK: Any specifics would be useful. Please understand that I am not opposing such training efforts. However, when we initiate these types of programmes, we need to make sure that they are adding value to the company's bottomline. Let me know your thoughts on this in a couple of weeks.

Dinaz was very surprised to hear these comments from the CEO especially after having him heard giving many positive comments about the workshop. Why was he questioning the effectiveness of the exercise?

The more she thought about it the more frustrated she became. Dinaz had been on an OMDP in her previous organization and thought ABC would also

NOTES

NOTES

benefit from it. She tried it with one batch of people and when the review was very good, she decided to commission it for all managers in the organization including the CEO. 'Did I make a mistake by inviting him to it?', she thought. When she went to check with the CFO the expense on the programme, she realized it had been very expensive. She thought that teamwork had improved, but there was no way of knowing if it had. With some kinds of learning you can never know, she thought. Still she was facing a dilemma.

Questions:

1. Should DP respond to the issue or just ignore?
2. If she has to respond what should she do?

Training at HCL

The Hindustan Chemicals United (HCL) is a public sector firm engaged in petrochemical business. It employs about 1600 persons most of whom are well-qualified, fairly young (average age 32), and typically have an urban background. HCL has retained one reputed consulting and training organisation to impart training to its employees, e.g. training in supervisory skills for their junior managers, human resource management programmes for senior managers. HCL wanted to train all managerial employees over a period of 12 to 15 months in batches of 20 per month at junior and middle levels, and 20 senior managers once in every two months.

IAM, a renowned management institute, was assigned the responsibility to cover middle managers. A couple of months after the start of the training intervention, the top management learnt of growing tendency on the part of some of the employees on night shift to sleep while on duty. Since it was a tightly manned petrochemical complex, any negligence or dereliction of duty in certain critical areas could be potentially hazardous and extremely risky. Therefore, the Director (Personnel) and a couple of members of the top management team went around the plant one night, without any prior information to the plant people about their visit. They caught red handed, four persons sleeping on duty, recorded evidence, and proceeded with taking steps to initiate disciplinary action the following day. When the charge-sheets were being prepared, trade union leaders descended on the scene, persuaded the top management to be lenient, as an exception in this case, to the concerned persons. The union leaders also assured that they would advise their members not to sleep on duty. In the interest of maintaining good industrial relations, the top management did not pursue the cases.

This gesture on the part of the top management was perceived as a sign of their weakness by the officers' association and its members. They protested to top management whether they (the latter) would be equally considerate in cases involving them (the managers). The workers felt that so long as there is no problem in the plant, the management would be considerate enough. With the result, the cases of sleeping on night duty began to grow. Top management became alarmed. The personnel department was asked to advise all line managers, particularly those looking after night shift operations, to keep a vigil on those who have a tendency to sleep and report cases of persons who are found guilty of sleeping on duty. The circular did not register any impact on the middle and junior managers. Instead, they derisively laughed and ignored the circulars. They also felt that "the top

NOTES

NOTES

management's perception of industrial relations dynamics at the plant is very different from that of junior and middle-level managers".

Seeing no improvement in the situation, the top management asked IAM to include a module on "Handling Indiscipline" with role play sessions on "How to Conduct Domestic Enquiry". The programme coordinator readily agreed to the suggestion because he felt that in doing so he was making it tailor-made to the needs of the organisation.

When the module was first offered to the fifth batch of middle managers, the participants wondered why this subject was additionally introduced. They wanted to know why it did not form an integral part of the programme from the beginning itself and whether the need for including the topic was felt by their colleagues who attended the programme in the previous batches or by the top management. When they learnt that it was at the latter's instance, they stoutly protested in chorus and said, "We know the importance of discipline. In fact, with growing violence, our physical security is often threatened due to sabotage, violence and vandalism by a handful of unruly elements. Discipline, therefore, is not merely an organisational need, but also a personal need for us, whereas for the top management it is a bargainable aspect of shop floor industrial relations. What we need is not training but proof that top management supports and sustains the actions we initiate in maintaining discipline. We will be able to have confidence in top management if it shows us the way by first initiating actions on the cases they themselves have booked."

Such restiveness affected the receptivity in what was on the agenda in the training schedule for that afternoon. But the trainees became involved the following day when they were doing the organisational analysis in small groups. Most participants wondered what happened to the suggestion their predecessors made while presenting the findings for their group discussions on organisational analysis before some members of the top management team on the last day of every programme held thus far. One participant asked, "Our colleagues gave their feedback to the top management. We understand the latter agreed on most points. But we see no evidence of follow-up of any kind." A second one argued with the programme coordinator, "Why are you asking us to give vent to our feelings? Do you realise that our top management is merely using you and the other faculty as a buffer?" A third one queried, "You quoted Kurt Lewin on the first day and observed that behaviour is a function of personality and situation. Now tell us whether top management merely wants to change our personality but does not want to change the situation. We do not know whether discussion on aspects concerning to their personality should remain a taboo since projection will not help us."

Questions:

1. Identify and discuss the key issues in the case.
2. As a member of the top management team, how would you propose to handle a situation of this type?
3. Critically evaluate the comments of the participants. How do you see the training strategy of the top management? Evaluate whether it would help solve this problem.

Case Studies

NOTES

Case Study: 3**NOTES**

A regional chain of computer hardware outlets in western India has hardware maintenance as its core business which, along with hardware sales, was witnessing a decrease in sales and service revenues due to the increasing presence of multinational computer manufacturers. The company had to respond to the growing challenge and maintain its presence in the market too. Knowing that it was not in a position to compete upfront on the basis of price, it had to find a strategic business response or solution. In a high-level meeting of marketing and product managers, the company decided to respond not by competing on the basis of price but by focusing more on hardware maintenance and offering personalized service. The training director was instructed to conduct training workshops for all non-management category employees in customer relations skills. There was a problem – the training director had limited budget and time to plan the training programme. Keeping both these factors in mind, he decided to involve external consultants and went through numerous training plans offered by the consultants. Following are the three plans he shortlisted:

- (i) A three-day workshop for ₹ 50,000 per session for 70 persons. The training approach would be primarily lecture-oriented and a little role playing.
- (ii) A one-day workshop for per session ₹ 30,000 for 100 persons. The training approach combined lecture and demonstration along as well as a complete set of reading material.
- (iii) A three-day workshop for ₹ 40,000 per session for 50 persons. The training approach was based on introductory lecture and simulation.

The training director, after assessing the three proposals, decides on the third approach despite being slightly expensive because it seemed to offer more personalized training than the other two.

Questions:

1. Do you agree with the choice of the training director? Give reasons.
2. Do you think simulation-based training can produced the necessary improvement?
3. What, according to you, could be the training need in this case – knowledge, skill development or attitude change?

Case Study: 4

Case Studies

An NCR-based engineering firm planned to increase its team of machinists by hiring 60 diploma holders from ITIs for bolstering its tools division. The company wanted to induct the trainees as soon as possible because the tools department was running behind schedule on pending work orders. The company directed its training director to design an appropriate training package so that the trainees could be inducted quickly for speeding up the work process. In fact, the company had already decided that the training would consist of a series of lectures and seminars and other formal learning processes.

However, the training director suggested that before deciding on the type of training to be used, it would help to conduct a training needs analysis. But the company was reluctant to do so because of the lack of time and the perception of this exercise as being a waste of resources. Apart from the difference of opinion on conducting training needs analysis, the training director and the management also differed on the training method. The training director believed that since the job involved working on machines he wanted the programme to include demonstrations and on-the-job training and ideally he wanted to use simulation training for making the fresh trainees learn faster.

Questions:

1. In the above situation, do you think a training needs analysis would have solved the problem?
2. Do you think the company's approach to training is appropriate?
3. Suggest alternative ways of conducting the training so that the fresh diploma holders can be inducted quickly into the tools department.

NOTES

Case Study: 5

NOTES

A multinational company was planning to expand its operations in tier-2 towns and with regard to staffing it was planning to transfer its middle-level managers to the new branches rather than recruit new staff at that level. However, before making the transfers, the company wanted to conduct a refresher course or training for all middle-level managers at the company headquarters. The training department designers had developed special modules for the training, most of which dealt with management principles and case studies on managing branches. The modules were handed over to the trainers and they were made responsible not only for content delivery but also for the creating the training room climate. The training department had given the trainers the brief that the programme would last 10 days and would have an audience of 25 managers.

Questions:

1. Which seating plan do you think will be most appropriate for training middle-level managers?
2. What factors should the trainers consider before setting the training room climate?
3. For an audience of 25, which seating plan do you think would be most suitable for doing role play or other interactive activities?
4. Suggest suitable content delivery techniques for delivering the management training modules.

Case Study: 6

Case Studies

A major consumer product company was witnessing a dramatic rise in customer complaints about the unpleasant behaviour of its call centre staff. The company conducted an internal enquiry but did not find anything wrong with either the staff or the process. Therefore, to identify the problem it hired the services of a Human Resource Consultant. The consultant, after observing the employees at work and studying the process of registering of customer complaints, found certain issues with employee training and transfer of training to the job site. The consultant observed that the employees were good at process handling but lacked social skills and telephone manners. staff to improve their customer service and communication skills.

NOTES

Questions:

1. What should be the training objective in the above training situation – knowledge or behaviour oriented?
2. Suggest training method(s) which can be used effectively for imparting communication training.
3. Develop a small lesson plan for communications training.

Case Study: 7

NOTES

An engineering company on an expansion drive recruits about 500 management and technical staff. The company plans to train the management and technical trainees at the same training site to cut training and logistics costs, and then transfer them to various locations where the company has branches.

The training director was given the brief that his department has to organize the induction programme for the recruits and also conduct job-specific training after completion of the induction. The training manager and the training director decide to conduct a joint induction programme for all the recruits, but separate job-specific training programmes for the new inductees.

Questions:

1. What training method do you think would be appropriate for the induction programme?
2. What type of seating plan would be appropriate for accommodating 500 trainees?
3. Suggest a lesson plan for the induction programme.