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**TRAINING AND DEVELOPEMNT**



**Guru Jambheshwar University of Science &  
Technology, Hisar – 125001**

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| <b>Lesson No: 1</b>                             |                               |
| <b>INTRODUCTION TO TRAINING AND DEVELOPMENT</b> |                               |

## STRUCTURE

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### 1.1 Learning Objective

After reading this lesson, you will be able to:

- Define training
- Understand the need and rationale of training
- Appreciate the benefits of training to the employees and the organization
- Know the role of the trainers in the rapidly changing economy

### 1.2 Introduction

In the knowledge driven world of today, the pace of change is so fast that it even defies Moore's law. Even to stay at the same place, the organizations have to run fast. Strategic advantage to the organizations comes only from the core competences, which are developed by the individuals working in it. Such levels of excellence can be achieved only by investing in people. Investment must not confine to compensation only, but must entail the inputs aimed at updating the skills of the employees. Training is one such potion to cure the organizations of the sluggishness, which may creep in because of the organizational inertia. Largely, personnel department has been associated with procuring and hiring the human resources. But, after the newly appointed employees join the organization, it is necessary to impart training to them in order to make them competent for the jobs that they are supposed to handle. In modern industrial environment, the need for training of employees is widely recognized to keep the employees in touch with the new technological developments. Every company must have a systematic training programme for the growth and development of its employees. It may be noted that term 'training' is used in regard to teaching of specific skills, whereas the term 'development' denotes overall development of personality of the employees. This chapter studies the various methods of training and development, which are used by various organizations, particularly those engaged in the business and industrial activities.



### 1.2.1 Concept of Training and Development

Training is often looked upon as an organized activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training programme. There are several textbook definitions of training, but the one by Edwin B Flippo is generally well accepted. According to Flippo, “Training is the act of increasing the knowledge and skills of an employee for doing a particular job”. Training involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behaviour of those trained and to enable them to do their jobs better. Training makes newly appointed employees fully productive in lesser time. Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing the things. Training is a continuous process and does not stop anywhere. The top management should ensure that any training programme should attempt to bring about positive changes in the knowledge, skills, and attitudes of the employees.

#### What Does Training Include?

Udai Pareek has observed that there are three elements of training – purpose, place and time. Training without a purpose is useless because nothing would be achieved out of it. The purpose must be identified carefully and now there are a large number of techniques, to be discussed in subsequent lessons, available for establishing training needs. After having identified the purpose of a training programme, its place must be decided i.e. whether it has to be on the job or off the job. If off the job, where a training programme should be. Place would decide the choice of training method and also influence its effectiveness. The next element is the time. Training must be provided at the right time. A late training would provide outdated knowledge, which would be useless for the employees. The timing has also to be specified in physical terms, i.e. which month/week of the year and at what time of the day. This can have a lot of ramifications in terms of the cost of training and its ultimate efficacy in achieving the desired results. The purpose of training is to bring about improvement in the performance of the human resources. It



includes the learning of such techniques as are required for the intelligence performance of definite tasks. It also comprehends the ability to think clearly about problems arising out of the job and its responsibilities and to exercise sound judgement in making decisions affecting the work. Lastly, it includes those mental attitudes and habits, which are covered under the general term 'morale'.

Development is concerned with the growth of employees in all respects. It is the process by which managers or executives acquire skills and competency in their present jobs and also capabilities for future tasks. The purpose of development is imparting advanced knowledge and competencies among the employees.

Development is a continuous process of building competencies of employees and thus facilitating their overall development. The term is generally used in relation to managers or executives and is described as 'management development' or 'executive development'.

Training is related to some specific skills and operations while development is concerned with overall improvement in employees and makes them capable of handling more responsibility.

Development prepares employees for future. It is related to future growth. Development involves technical skills as well as problem solving and decision making skills.

The term development is used for executives or managers.

### **1.2.2 Objectives of Training and Development**

The objectives of training can vary, depending upon a large number of factors. The objectives depend on the nature of the organization where training has to be provided, the skills desired and the current skill levels. It is difficult to draw generalizations of the objectives of training; still they can be stated as under:

1. To increase the knowledge of workers in doing specific jobs.
2. To systematically impart new skills to the human resources so that they learn quickly.
3. To bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization.



4. To improve the overall performance of the organization.
5. To make the employees handle materials, machines and equipment efficiently and thus to check wastage of time and resources.
6. To reduce the number of accidents by providing safety training to employees.
7. To prepare employees for higher jobs by developing advanced skills in them.
8. Training ensures that the company doesn't need to turn over its workforce again and again because it prepares the employees to face any situation which proves helpful in bringing in the feeling of workers. Therefore, the workforce feels safe and secure at a particular job.
9. Training and development help to gain knowledge on a new method.
10. Training and development give an employee everything which needed to be a good professional. And when he becomes a good employee it ensures his personal growth.
11. Training develops a person's skill to a professional level so, it is easy to say obviously the training and development process increases productivity.
12. Help the company to fulfill future growth: The growth of a company depends on its employee. So, the development process helps the company to fulfill future growth.
13. Training and development have a great impact on employee behavior. It polishes employee's behavior so, that he/she can fit with the internal and external environment.

Training and development is an essential element of every business if the value and potential of its people is to be harnessed and grown. Most organisations look at training and development as an integral part of the human resource development activity. The turn of the century has seen increased focus on the same in organisations globally. Many organisations have mandated training hours per year for employees keeping in consideration the fact that technology is deskilling the employees at very fast rate. Technically training involves change in attitude, skills or knowledge of a person with the resultant improvement in the behaviour. For training to be effective it has to be a planned activity conducted after a thorough need analysis and target at certain competencies, most important it is to be conducted in a learning ambience. While designing the training program it has to be kept in mind that both the individual goals and



organisational goals are kept in mind. Although it may not be entirely possible to ensure async, but competencies are chosen in a way that a win-win is created for the employee and the organisation.

### 1.2.3 Types of Training

#### 1. Technical Training

Technical training has become indispensable due to innovation in technology and coming of new structural design incorporates across the globe. These training efforts are inclined to upgrade and improve technical skills of employees. Thus, these exponential technologies have resulted into newer job roles across sectors such as: IT, business process management, automotive, retail, textiles and apparel and banking, financial services and insurance.

#### 2. Soft Skills Training

It is not possible to know with certainty as to how much poor communication costs to a business. But estimates reveal that billions of dollars are incurred every year as cost of poor communication. Poor communication could include:

- Badly written emails
- Improper reading and listening to instructions
- Unread documents owing to poor design
- Presenting misleading information as a result of haste
- Careless Proofreading

Losses caused by such poor communication are huge and inevitable. These result in loss of business, decreased productivity and increased inefficiency. Thus, the performance of employees to a greater extent depends on their ability to interact with their coworkers as well as the management.

Thus, there are some employees who possess outstanding interpersonal skills. Whereas, there are others who require some amount of training to improvise on these skills. This training could include learning how to communicate ideas more precisely, how to be a good listener and how to





be an effective team player.

### 3. Safety Training

Safety training is a way by which a company provides its workforce with requisite skills and knowledge. This training is given to enable the employees to carry their work in a safe manner. A well-developed safety program includes directions and procedures for the employees. These guidelines help them to spot danger and adopt necessary measures to cope with them.

It is the moral and legal obligation of the employers to guide its workforce to carry out their work in a safe manner. Employees are the most prized assets of the companies and thus ensuring their safety is a fundamental requirement. Thus, safety training aims to minimize incidents, increase awareness and ensure that employees stay safe, happy and efficient. An effective safety training program results in increased employee satisfaction and efficiency, reduced future accidents and insurance premiums. Companies use various methods to impart training for work safety. These include first aid, fire drills, evacuation etc.

### 4. Quality training

Quality training commonly occurs in production-focused companies. This method trains you to ensure that all products meet certain quality standards, which may be imposed by the company, industry or third parties. In some cases, employees who complete a quality training program will receive certification. Quality training covers topics such as:

- Compliance with quality standards
- Quality control processes
- Product observation techniques
- Prevention and elimination of poor-quality products
- Evaluation and improvement of a production system

### 5. Team training

The purpose of team training is to enable the members of a team to build stronger relationships with one another and work together cohesively. It empowers you to improve your decision-



making, problem-solving and team-development processes to achieve better results for your organization. Team training typically occurs following the restructuring of a company, merger or acquisition. In these situations, many employees will be working together for the first time, making team training an essential process. Some of the topics that employers discuss in team training include:

- Improving communication
- Creating a positive work environment
- Improving team collaboration
- Increasing team productivity
- Establishing good relationships with teammates
- Identifying and leveraging the strengths of team members
- Keeping teammates motivated

## **6. Products and services training**

Products and services training may be a part of your onboarding program or a way for you to get reacquainted with your company's offerings. Your employer may also use this training when they introduce new campaigns. This type of training provides information on different aspects of a product or service, such as:

- Options available
- Instructions for use
- Benefits
- Features
- Care and maintenance
- Price
- Warranty



### 1.2.4 Importance of Training and Development

1. Optimum Utilization of Human Resources - Human resources need to be polished and trained to enhance their potential. Training and development of employees helps to make the best use of the employee's overall worth to the organization
2. Creating a Highly Skilled, Motivated and Enthusiastic Workforce - The existing workforce is trained to increase their productivity, and motivated to contribute their best towards the organization. The employees will be more confident about themselves and enthusiastic about their job. They will adapt to technological changes and innovations more readily.
3. Increase Productivity - Knowledge about usage of sophisticated machinery and new technology is imparted to employees which will enable them to use the equipment more efficiently and thereby increase productivity.
4. Build Team Spirit - Training often takes place in groups where the trainees are encouraged to interact with each other and discuss organizational issues. This helps to create team spirit among the employees.
5. Healthy Work Environment - Training and development programmes help to modify the thought and behaviour process of the employees in such a way that is conducive to building a healthy work environment.
6. Personal Growth of Employees - Development programmes provide opportunities to the employees to enhance their skills and knowledge and help them to achieve better career growth.
7. Promote Learning Culture: The employees are encouraged to continuously learn new concepts and update their talents. This helps to promote a learning culture within the organization which would greatly help in its future sustenance and growth.
8. Improve Employee Morale - When employees are trained to become better performers, they feel a sense of accomplishment. They realize that they are effectively contributing towards organizational goals and thus get a morale boost.
9. Better Managerial Skills - Training and development programmes inspire the employees to think, plan, solve problems and take important decisions. This hones up their managerial skills.



10. Reduce Employee Turnover - A well trained employee will take more interest in his job and will be a more efficient worker. He will get more job satisfaction. People who love their jobs are more loyal towards the organization.

### **Importance of Training and Development – To Both Employers and Employees in the Organization**

#### **Benefits of Training to Employers**

The employers invest in training because they reap several benefits out of the exercise, which can be summed up as under:

- (i) Faster learning of new skills - Training helps the employers to reduce the learning time of their employees and achieve higher standards of performance. The employees need not waste time in learning by observing others. If a formal training programme exists in the organization, the qualified instructors will help the new employees to acquire the skills and knowledge to do particular jobs quickly.
- (ii) Increased productivity - Training increases the skill of the new employee in while performing a particular job. An increased skill level usually helps in increasing both quantity and quality of output. Training can be of great help even to the existing employees. It helps them to increase their level of performance on their present job assignments and prepares them for future assignments.
- (iii) Standardization of procedures - Training can help the standardization of operating procedures, which can be learnt by the employees. Standardization of work procedures makes high levels of performance rule rather than exception. Employees work intelligently and make fewer mistakes when they possess the required know-how and skills.
- (iv) Lesser need for supervision - As a generalization, it can be stated safely that trained employees need lesser supervision. Training does not eliminate the need for supervision, but it reduces the need for detailed and constant supervision. A well-trained employee can be self-reliant in his/her work because s/he knows what to do and how to do. Under such situations, close supervision might not be required.



(v) Economy of operations - Trained personnel will be able to make better and economical use of the materials and the equipment and reduce wastage. Also, the trained employees reduce the rate of accidents and damage to machinery and equipment. Such reductions can contribute to increased cost savings and overall economy of operations.

(vi) Higher morale - The morale of employees is increased if they are given proper training. A good training programme moulds employees' attitudes towards organizational activities and generates better cooperation and greater loyalty. With the help of training, dissatisfactions, complaints, absenteeism and turnover can also be reduced among the employees. Thus, training helps in building an efficient and co-operative work force.

(vii) Managerial Development - The top management can identify the talent, who can be groomed for handling positions of responsibility in the organizations. Newer talent increases the productivity of the organizations. By providing opportunity for self-development, employees put in their best effort to contribute to the growth of the organization.

### **Benefits of Training to Employees**

The employees are the ultimate link in any organization, who carry out the operations. Training can help them in several ways, as mentioned below:

(i) Increasing Confidence - Training creates a feeling of confidence in the minds of employees, who feel comfortable while handling newer challenges. It gives a feeling of safety and security to them at the work place.

(ii) New Skills - Training develops skills, which serves as a valuable personal asset of a worker. It remains permanently with the worker himself.

(iii) Career advancement - The managers can develop their skills to take up higher challenges and work in newer job dimensions. Such an exercise leads to the career development of the employees, who can move up the corporate hierarchy faster.

(iv) Higher Earnings - Higher earnings are a consequence of career development. A highly trained employee can command high salary in the job market and feel more contented.

(v) Resilience to change - In the fast changing times of today, training develops adaptability



among workers. The employees feel motivated to work under newer circumstances and they do not feel threatened or resist any change. Such adaptability is essential for survival and growth of an organization in the present times.

(vi) Increased Safety - Trained workers handle the machines safely. They also know the use of various safety devices in the factory, thus, they are less prone to accidents. It can be concluded that in light of several benefits, training is an important activity, which should be taken very seriously by the employees as well as the employers.

### 1.2.5 Difference between Training and Development

No longer do the organizations talk of training in isolation. It is usually addressed along with development. While referring to the conjugation of the two processes, Dale Yoder has observed “The use of the terms training and development in today’s employment setting is far more appropriate than ‘training’ alone since human resources can exert their full potential only when the learning process goes far beyond simple routine”. Although the terms training and development are used together, they are often confused. Training means learning the basic skills and knowledge necessary for a particular job or a group of jobs. In other words, training is the act of increasing the knowledge for doing a particular job. But development refers to the growth of an individual in all respects. An organization works for the development of its executives or potential executives in order to enable them to be more effective in performing the various functions of management. An executive development programme aims at increasing the capacities of the individuals to achieve the desired objectives. Executive capacities imply his personal abilities and potentials. Desired objectives imply consideration for the goals of the organization and individuals. Increasing the capacities implies that change must, occur in the executive and through him in his subordinates. The distinction between training and development is shown in Table 1.1.

Exhibit 1.1 Training vs. Development

| Training                              | Development                               |
|---------------------------------------|---|
| 1. Training means learning skills and | 1. Development refers to the growth of an |



|   |   |
|---|---|
| knowledge for doing a particular job and increases skills required for a job.   | employee in all respects. It is more concerned with shaping the attitudes.                              |
| 2. Training generally imparts specific skills to the employees.   | 2. Development is more general in nature and aims at overall growth of the executives.                  |
| 3. Training is concerned with maintaining and improving current job performance. Thus, it has a short-term perspective. | 3. Development builds up competences for future performance and has a long-term perspective             |
| 4. Training is job centered in nature.  | 4. Development is career centered in nature   |
| 5. The role of trainer or supervisor is very important in training.   | 5. All development is 'self development' and the executive has to be internally motivated for the same. |

### 1.2.6 Role of Training and Development in HRD

Conventional 'training' is required to cover essential work-related skills, techniques and knowledge, and much of this taking a positive progressive approach to this sort of traditional training. Training and development guide is oriented chiefly around what's good for people, rather than chiefly what's profitable for organizations. The reason for this is that in terms of training, and development, what's good for people is good for the organizations in which they work—what's good for people's development is good for organizational performance, quality, customer satisfaction, effective management and control, and therefore profits too. Organizations which approach training and development from this stand point inevitably foster people who perform well and progress, and importantly, stay around for long enough to become great at what they do, and to help others become so. Training is a very commonly used word, it traditionally 'belongs' to the trainer or the organization, it should be about whole person development—not just transferring skills, the traditional interpretation of training at work. Being realistic, corporate attitudes and expectations about what 'training, and does cannot be changed overnight, and most organizations skill see 'training' as being limited to work skills, classrooms



and power point presentations-However, when you start to imagine and think and talk about progressive attitudes to developing people beyond traditional skills training. The objectivity of training and development and its continued learning process has always been leverage with an organization and now it has become rather an over arching trend of social needs, emphasizing that organizations must inculcate learning culture as a social responsibility. It has been also proved by many studies in the past that there are sound connections between various training and development practices and different measures of organizational performance.

Training and human resource development co-exist. They are like the two sides of a coin. These things remain hidden and latent in everyman. With good leadership and managerial capabilities they flourish. Human resource development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge and abilities.

Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance and organizational development. Personality and personality development is one of the key concepts in HRD. By personality we mean the traits and characteristics that make up an individual's psyche and determine how he or she interacts with their environment. Personality is determined by a number of factors including the traits that one is endowed with as a result of genetic factors and characteristics that have been developed due to his or her interactions with the environment.

The field of human resource development encompasses several aspects of enabling and empowering human resources in organization. Whereas, earlier HRD was denoted as managing people in organizations with emphasis on payroll, training and other functions that were designed to keep employees happy, the current line of management though focuses on empowering and enabling them to become employees capable of fulfilling their aspirations and actualizing their potential.

The field of HRD spans several functions across the organization starting with employee recruitment and training, appraisals and payroll and extending to the recreational and motivational aspects of employee development. Further, the field of HRD now has taken a role that goes beyond employee satisfaction and instead, the focus now is on ensuring that





employees are delighted with the working conditions and perform their jobs according to their talent and potentials which brought to the fore.

The training programs need to be implemented according to a rational consideration of training needs and more over these training programs need to be evaluated for assessing their effectiveness. So, there are two aspects of training programs and they are to do with clear plan for implementation as well as potential evaluation of their effectiveness. Apart from this, training programs need to be implemented based on a calendar that is drawn up taking into account the availability of participants.

Motivation is one of the most important concepts in HRD. Motivation of employees is needed important for the health of the companies. Only when employees are motivated sufficiently, can give their best. Healthy organizations believe in human resource development and cover all of these basis. One option that I recommend, in preference to many other ways in which organizations develop employees, is to provide internal training either with internal staff or a paid facilitator or consultant.

Nation's progress depends on human resources development. If people of state become proactive, dynamic it will be highly contributive with the skill, they possess. In the present competitive world, only the fittest will survive, others cannot. If the youth of the country want to stand on their own feet by achieving the job excellence, nation will undoubtedly make a stand towards the momentum of development.

### 1.3 Check your Progress

Fill in the blanks

1. .... is the act of increasing the knowledge and skills of an employee for doing a particular job.
2. .... has become indispensable due to innovation in technology and coming of new structural design incorporates across the globe.
3. The purpose of ..... training is to enable the members of a team to build stronger relationships with one another and work together cohesively.



4.refers to the growth of an employee in all respects. It is more concerned with shaping the attitudes.

5.includes such opportunities as employee training, employee career development, performance management and development, mentoring, succession planning and organizational development.

## 1.4 Summary

Training and Development offer competitive advantage to a firm by removing performance deficiencies; making employees stay long; minimising accidents, scraps and damage; and meeting future employee's needs. To ensure the organization is served in both the short and longer term, a strategic approach to training is a key

It has been shown in the earlier discussion that two of these roles (trainer and provider) are concerned mainly with maintaining levels of performance. Another two (consultant and innovator) are more concerned with training for change. The fifth (the manager) is concerned with integrating the activities and behaviors of the other roles but might also include aspects of these other roles. Thus, these roles are not distinct sets of activities, behaviors and responsibilities. Each of them has a clear focus but do relate to each other, as already indicated in the descriptions given above. The manager's role has a strong link with all others, by virtue of its very nature. Trainer and provider roles are more concerned with maintenance activities, while those of consultant and innovator are (often) involved with change and problem solving.

## 1.5 Keywords

Training - Training is the act of increasing the knowledge and skills of an employee for doing a particular job.

Development - Development refers to the growth of an individual in all respects. An organization works for the development of its executives or potential executives in order to enable them to be more effective in performing the various functions of management.



## 1.6 Self-Assessment Test

- Q1. Define training. Why is it important for the individuals as well as the organizations?
- Q2. Discuss various roles of a trainer in the present.
- Q3. Differentiate between training and development and training.
- Q4. Briefly discuss the role training and development in HRD.
- Q5. Briefly explain the newer challenges confronting the training managers of today.

## 1.7 Answers to check your Progress

1. Training
2. Technical training
3. Team
4. Development
5. Human Resource Development

## 1.8 References/Suggested Readings

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**Subject: Training and Development****Course Code: BCOM-606****Lesson No: 2****Updated By: Dr. Poonam****LEARNING: THEORIES AND PROGRAM DESIGN,  
PRINCIPLES OF ADULT LEARNING****STRUCTURE**

2.1 Learning Objectives

2.2 Introduction

2.2.1 Learning Theories and Program Design

2.2.2 Doctrines of Learning

2.2.3 Learning curve

2.2.4 Types of Management Development

2.2.5 Virtuous Learning Circle

2.2.6 Adult Learning

2.2.7 Principles of Learning

2.3 Check your Progress

2.4 Keywords

2.5 Summary

2.6 Self-Assessment Test

2.7 Answers to check your Progress

2.8 References/Suggested Readings



## 2.1 Learning Objectives

After studying this unit, you will be able to:

- 2.8.1 Explain the theories of learning
- 2.8.2 Recognize the principles and process of learning
- 2.8.3 Understand the learning curve and virtuous learning circle
- 2.8.4 Explain the designing of effective training programs

## 2.2 Introduction

In most general words, training can be perceived as a process by which people learn knowledge and acquire skills, which they need for a definite purpose. Training is deeply rooted in the learning process. Learning and training are inseparable and in order to design the training programmes, it is important to know the basic nature of learning, its principles and its process. Learning is the basic objective of all the training and development activities. If people have not learnt what they were supposed to learn from a HRD programme, then the programme should be called as a failure. It is therefore very important for HRD professionals to understand the major concepts and research findings related to learning. The word 'learning' is heard everywhere but defining it is really difficult. According to Pareek (2004), learning may be defined as the process of acquiring, assimilating, and internalizing cognitive, motor or behavioural inputs for their effective and varied use when required, leading to an enhanced capability for further self-monitored learning. It is any relatively permanent change in behaviour that occurs as a result of experience (Robbins, 2003). The change may be in human disposition or capability that is not ascribable simply to processes of growth. The change often is an increased capability for some type of performance.

### 2.2.1 Learning: Definition and Theories

Breach has defined training as a human process by which skills knowledge; habits and attitudes are acquired and utilized in such a way that behaviour is modified. Learning manifests itself by the changed behaviour of the trainees. A lot of research has been done on learning and a number of



theories have been proposed to explain the same.

Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge, and attitudes. Various branches of learning theory are used in formal training programs to improve and accelerate the learning process. Key concepts such as desired learning outcomes, objectives of the training, and depth of training also apply. When properly integrated, learning principles, derived from theories, can be useful. Over the years, many theories have attempted to explain how people learn. Even though psychologists and educators are not in complete agreement, most do agree that learning may be explained by a combination of two basic approaches: behaviorism and the cognitive theories. Learning theories and principles can be made use of to solve the learning problems. The various learning theories are:

### **Behaviourism Theory**

Behaviourists believe that animals, including humans, learn in about the same way. Behaviourism stresses the importance of having a particular form of behaviour reinforced by someone, other than the trainee, to shape or control what is learnt. Frequent, positive reinforcement and rewards accelerate learning. This theory provides the instructor with ways to manipulate students with stimuli, induce the desired behaviour or response, and reinforce the behaviour with appropriate rewards. In general, the behaviourist theory emphasizes positive reinforcement rather than no reinforcement or punishment. Other features of behaviourism are considerably more complex than this simple explanation. Instructors who need more details should refer to psychology texts for a better understanding of behaviourism.

### **Cognitivist theories**

These theories believe that all learning leads towards a goal i.e. all human behaviour has a purpose. These theories believe in latent or collateral learning i.e. the formulation of enduring attitudes, likes and dislikes, in addition to learning in order to acquire a particular skill. These theories also suggest that training is goal oriented and it must take into consideration the goals of both the organization as well as the trainee. The role of a teacher and trainee is to structure the learning situation so that the relationship among the stimuli, responses and the individual goals



(i.e. the motivation to learn) are emphasized.

In all theories, three basic concepts have been studied:

(i) Stimulus Stimulus is something that initiates action. An action occurring as a consequence of the stimulus is called response. For example, in Pavlov's experiment, when a bell rings, it is a stimulus. As a result of the food being offered to the dog on ringing of the bell, the dog salivates, which is a response.

(ii) Reinforcement It is an action that causes a learner to repeat (or to avoid) his/her behaviour. In Pavlov's experiment, when a dog is offered food repeated on ringing of the bell, it reinforces its behaviour i.e. it salivates automatically on the ringing of bell, in anticipation of getting the food.

(iii) Motivation It is the drive that maintains the process of reinforcement. In Pavlov's experiment, offering food causes a dog to salivate immediately as it is likely to get food as an incentive. Motivation guides a learner to completion of learning for better employment; say higher salary, promotion or a path to some desired goal.

### **Combined Approach**

Both the behaviourist and the cognitive approaches are useful learning theories. A reasonable way to plan, manage, and conduct aviation training is to include the best features of each major theory. This provides a way to measure behavioural outcomes and promote cognitive learning. The combined approach is not simple, but neither is learning.

### **Facilitation Theory**

Facilitation theory or humanistic theory was advocated by Carl Rogers. Carl Rogers (1902-1987) is best known as an American psychologist and the founder of 'client-centered' or 'non-directed' psychotherapy, a widely influential, humanistic approach. Rogers also made significant contributions to the field of adult education, with his experiential theory of learning. Rogers maintained that all human beings have a natural desire to learn. He defined two categories of learning: meaningless, or cognitive learning (e.g., memorizing multiplication tables) and significant, or experiential (applied knowledge which addresses the needs and wants of



the learner, (e.g., performing first aid on one's child).

According to Rogers, the role of the teacher is to facilitate experiential learning by: (1) setting a positive climate for learning, (2) clarifying the purposes to the learner, (3) organizing and making available learning resources, (4) balancing intellectual and emotional components of learning and, (5) sharing feelings and thoughts with learners but not dominating. Rogers suggests that; significant learning takes place when the subject matter is relevant to the personal interests of the learner. Learning which is threatening to the self (e.g., new attitudes or perspectives) can be easily assimilated when external threats are at a minimum. Learning proceeds faster when the threat to the self is low. Of all the approaches self-initiated learning is the most lasting and pervasive.

Other characteristic features of this theory include a belief that human beings have a natural eagerness to learn, there is some resistance to, and unpleasant consequences of, giving up what is currently held to be true and the most significant learning involves changing one's concept of oneself. According to this theory facilitative teachers are: less protective of their constructs and beliefs than other teachers, more able to listen to learners, especially to their feelings, inclined to pay as much attention to their relationship with learners as to the content of the course, apt to accept feedback, both positive and negative, and to use it as constructive insight into themselves and their behaviour. Learners are encouraged to take responsibility for their own learning, provide much of the input for the learning which occurs through their insights and experiences, are encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problems or achieving significant results.

## **The Learning Cycle**

Kolb (1976) has proposed the cycle of experiential learning in adults. The cycle has four parts (Figure below) - experiencing (a learner has some concrete experience or is helped to have experience during a training programme), followed by processing (reflecting on and analysing the experience individually or in a group), followed by generalizing (abstract conceptualization based on the experience and formation of a tentative theory, or the way to explain the data),





followed by applying (active experimentation, i.e., trying out the new behaviour or using it in day-to-day work). This is followed by a new experience, and the cycle continues.

1. Experiencing
2. Processing
3. Generalizing
4. Applying

Based on this cycle of experiential learning, Kolb (1976) also proposed four learning styles. (i) Concrete experiencers are excited by the new activity or experience and share it with others; they generally combine the experiencing and generalizing parts of the cycle. (ii) Reflective observers learn from objective observation, reflect on it, discuss it, and then generalize; they benefit from the processing and generalizing parts of the cycle. (iii) Abstract conceptualizers rely mainly on logic and rational analysis; they tend to generalize from their exposure to logical material. (iv) Active experimenters are pragmatic and rely on trying things out in familiar situations; the applying part of the learning cycle is more appealing to them.

## Program Design

Learning Design is the framework that supports learning experiences. It refers to deliberate choices about what, when, where and how to teach. Decisions need to be made about the content, structure, timing, pedagogical strategies, sequence of learning activities, and the type and frequency of assessment in the course, as well as the nature of technology used to support learning. Various steps are involved in program design

Step 1: Measure and determine what needs to be learned

Step 2: Set achievable goals with your employees

Step 3: Let employees choose how they will learn

Step 4: Assess frequently, evaluate, and reflect Step

5: Track progress in a employees portfolio

Step 6: Have a one-on-one conversation with each employee

Step 7: Encourage employees to collaborate



### 2.2.2 Doctrines of learning

Some general doctrines of learning can be stated, on the basis of the research done in the field of psychology and education. These can be stated as under:

1. Every human being is capable of learning as each one of us has a capacity and ability to learn. People do differ in learning capacities and the pace of learning, but there is nobody who cannot learn at all.
2. Trainees learn when they see that training is meaningful to them.
3. Learning improves significantly if the trainers have planned it properly. They must start with defining the learning objectives and then all the details of its each aspect such as pedagogy, facility planning etc.
4. Learning has different levels and may involve awareness, change in behaviour and attitudes. It may also involve mental processes or just physical strength. Each level of training would require different time, methods and resources.
5. Since the trainees as well as the organization where they work are always goal oriented, the objectives of training must match with their goals as well as the organization's goals.
6. Learning is an active process and not passive. Hence, all learning must ensure that the trainees have a proper participation in the entire process.
7. Past experiences of the trainees influence the training. If a situation occurs when the trainees have negative preconceived ideas about the training, then adequate measures should be taken to remove the interference of these predispositions.
8. Learning improves when people know about their results. Hence, training must have a proper feedback system.
9. Training is transferable, which can be achieved by maximizing the similarity between the training situation and the work situation, providing adequate experience with tasks during the training i.e. giving examples, identifying important features of the task and ensuring that the trainee understands the general principles.



10. Learning environment and climate setting can play a very significant role in improving training effectiveness.

### 2.2.3 Learning Curve

Learning does not take place at a constant rate. It varies according to a number of factors, such as the difficulty of task and the ability of an individual to learn. The cumulative change of a specific criterion during a given period can be shown in the form of the learning curves. The learning curves are a graphical representation of learning and time. Various criteria can be used for measuring learning. Some of the criteria used for the same are – errors in each trial, time taken per trial, responses learnt in each trial etc. The curves for the individuals differ widely because of the varying capacity of the individuals to learn. However, some generalizations can be made regarding the same. A general learning curve is shown in the following exhibit.

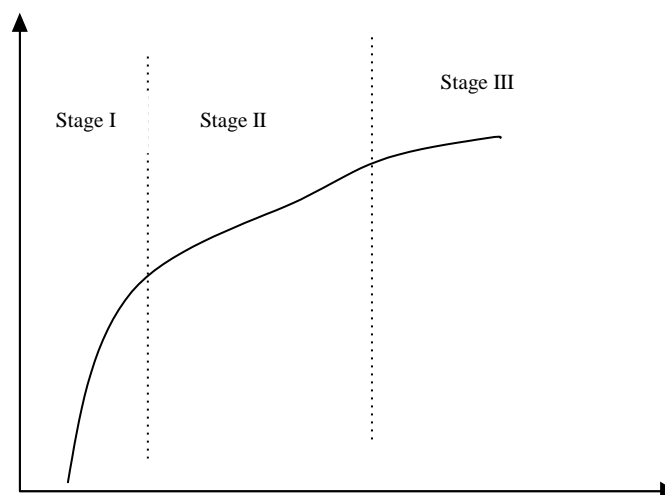


Exhibit 4.1 General learning curve

As shown by the above exhibit, three distinct stages can be drawn in a learning curve. These are:

Stage I : Rapid initial learning Stage

Stage II : Tapering of learning Stage

Stage III : Fluctuating learning

In the first stage, the trainees are enthusiastic about learning and they imbibe the same rapidly.



This is shown by a rapid change in their desired behaviour. However, as learning progresses, trainees tend to lose interest in the same. The monotony sets in, which can slow down the process of learning. As the training progresses further, learning tends to fluctuate because the trainees behave in a bargaining style. Their learning shows a fluctuating behaviour, depending upon the incentives offered for the same.

It must be noted that the learning curve does not remain the same in all situations. There can be several plateaus in the learning, indicating a hampered learning. These can arise from various factors and the role of a trainer becomes very crucial when they come in. The trainer has to provide a stimulus variation in order to make the training more meaningful and effective. Proper motivations have to be planned at various stages of learning so that the tapering of the learning curve does not set in too early.

In training, learning curve has the following application:

1. They provide a method for establishing training goals and evaluate the performance towards these goals.
2. With the help of the learning curve, more efficient production scheduling is possible when approximate improvement in the trainees' performance is predictable.
3. Learning curve helps the hiring and termination of employees over the contract period to be controlled more efficiently.
4. Learning curves can serve as an alternative to hiring and firing because the trainers would not rush up to make preconceived ideas about the employees.

Learning curve Management development, accruing as a consequence of effective learning can be divided into three categories – informal managerial processes, integrated managerial processes and formal management development processes. Learning occurs even without planning and also persists amidst careful planning. Some of the characteristics and development consequences of each type of management development are as under:

Type 1: 'Informal managerial' – accidental processes This type of management development process is characterized with the following features:



- It occur within managerial activities
- It is explicit intention is task performance
- There are no clear development objectives
- It is unstructured in development terms
- It is not planned in advance
- It is owned by managers

The development consequences of this type of management development is that learning is real, direct, unconscious and insufficient.

Type 2: 'Integrated managerial' – opportunistic processes This management development process has the following characteristics:

- It occur within managerial activities
- There is an explicit intention both task performance and development
- It has clear development objectives
- It is structured for development by boss and subordinate •

It is planned beforehand or reviewed subsequently as learning experiences

- It is owned by managers

The development consequence of this is that learning is real, direct, conscious, more substantial

Type 3: 'Formal management development' – planned processes These processes have the following characteristics:

- They are often away from normal managerial activities
- There is an explicit intention is development
- There are clear development objectives
- They are structured for development by developers
- They are planned beforehand and reviewed subsequently as learning experiences



- These are owned more by developers than managers

The development consequences of these are that learning may be real (through a job) or detached (through a course) and is more likely to be conscious, relatively infrequent.

### Virtuous Learning Circle

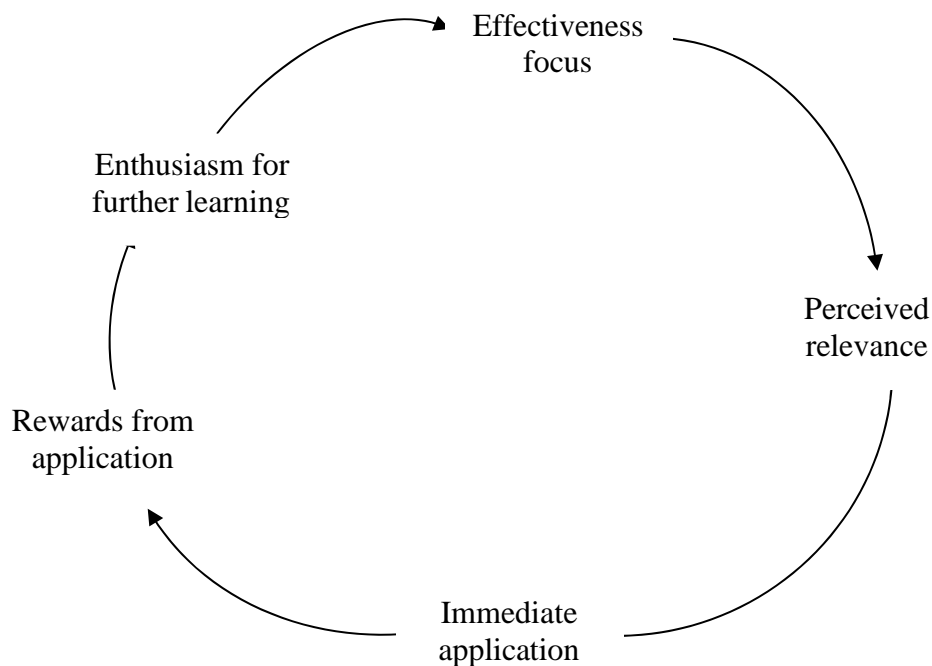


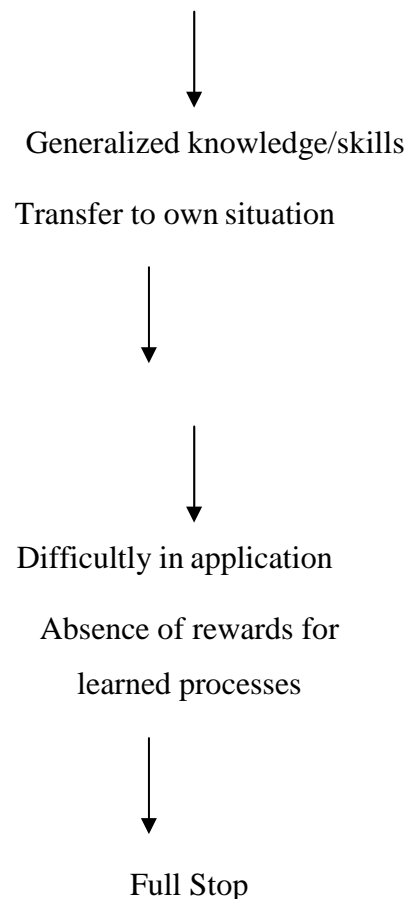
Exhibit 4.2 The virtuous learning circle

As shown in the first exhibit, perceived relevance of the training programme is the starting point of any training programme. The trainees shall be willing to learn only if they feel that the skills acquired as a result of the training shall be of use to them. The organization would devote the resources to training programme only if it would perceive certain benefits resulting out of it. Next in the process are the immediate advantages resulting out of the training. Long-term benefits are too abstract and difficult to measure. Immediate manifestation of the changed behaviour and the skills are of great advantage to the trainees as well as the trainers. These can be reinforced by the rewards and incentives to learn. The trainees would be motivated to put the newly learnt skills these into practice, which would provide them with further enthusiasm



for learning. This would result into learning effectiveness, which would further improve the perceived benefits of a training programme.

The vicarious learning sequence can be shown in the form of the following sequence.



The starting point of vicarious learning is generalized knowledge and skills, that are required for undertaking a job. These generalized skills have to be transferred according to the job-specific situation. For example, in an MBA programme, the candidates acquire various types of skills and knowledge. However, when they join any organization, these skills have to be re-learnt to suit the specific requirements of the nature of the job that one is required to do. However, difficulties in application and absence of rewards for learned processes can virtually stop the entire learning process. It must be noted that vicarious learning



process is just the reverse of virtuous learning cycle, as shown in Exhibit 4.2. While in the former, training reinforced learning, in this the whole learning exercise can become a futile effort. The role of trainer becomes very crucial in this because he can make or mar the entire process. If he performs his job effectively, he can convert the learning into a virtuous activity, where each process reinforces the advantages. If he is not very careful while doing his job, he can create a situation where there is a complete cession of the learning exercise.

If a training programme is developed carefully, it reduces the undue emphasis on evaluation aspect to more action-based learning. The whole shift of emphasis to action-based learning helps to remove one of the foremost traditional problems of management education and training. Various managers and tutors have complained that an undue emphasis on structured off-the-job learning experiences have created more problems of transfer of learning. Off-the job training creates an environment of artificiality and can even hamper with the learning, which the managers might have acquired while on-the job. Modern motivational theories have established that behaviour that is not rewarded is not willingly engaged upon again. Some managers who undergo training or educational experiences they consider as useful or interesting or stimulating, they shall be willing to return to similar experiences subsequently. Others, who do not consider training as being useful to them, are relatively unwilling to attend in the first place and/or experience nothing like stimulation or utility during the course. All too often this can be traced back to the failure of courses to deal with the issues of what managers really do, and to deal with them in the ways most related to their normal managerial work processes.

If trainers plan various aspects of evaluation carefully, then corrective steps can be taken easily to improve the results. The training programmes could have been designed to achieve better effectiveness and addressed to broader issues of knowledge or skill in a more effective way. However, emphasis given to effectiveness issues makes the evaluation process more difficult because the learning is built into the action and is difficult to separate for evaluation purposes.





Emphasis on effectiveness and reality do not in themselves completely overcome the need for careful choice of effective learning processes. Management Development has been far too subject to short-lived approaches, each of them claiming to be uniquely appropriate to developing managers. Over the years, T-groups, grid training, coaching, self-development, action learning and now outdoor training are the most preferred techniques for training and learning. However, adoption of any single technique as the predominant answer to those problems is lazy and incompetent. Nor is the answer in a further proliferation of management development processes. Thus, the supposedly well-designed course will include role-plays, films, case studies, lectures, and an afternoon in the resource center etc. The phrase ‘continuous learning’ is now becoming popular. It will be no more than a promotional phrase if the learning processes necessary to secure it are not provided. For learning to be continuous, rather than simply a series of events, tutors need to equip people to learn effectively outside and around those events. They need to do so for the absolutely obvious reason that for most managers most learning will occur or not occur ‘on-the-job’.

### 2.2.6 Adult Learning

Adult learning is a process of adults gaining knowledge, skills, and competence. It is defined as the practice of teaching and educating adults, theory and study of adults learning, or pedagogical process.

#### Major adult learning theories

##### *Andragogy:*

Malcolm Knowles popularized the concept of andragogy in 1980. Andragogy is the “art and science of helping adults learn” and Malcolm Knowles contrasted it with pedagogy, which is the art and science of helping children learn. Knowles and the andragogy theory say that adult learners are different from children in many ways, including:

- They need to know why they should learn something.
- They need internal motivation.



- They want to know how learning will help them specifically.
- They bring prior knowledge and experience that form a foundation for their learning.
- They are self-directed and want to take charge of their learning journey.
- They find the most relevance from task-oriented learning that aligns with their own realities.

Andragogy learning theories focus on giving students an understanding of why they are doing something, lots of hands-on experiences, and less instruction so they can tackle things themselves. The andragogy adult learning theory isn't without criticism—some suggest that the andragogy adult learning theory doesn't take other cultures into consideration well enough. While there are pros and cons, many students find andragogy is extremely accurate and helpful as they work to continue their education and learning.

### ***Transformative learning.***

Jack Mezirow developed this learning theory in the 1970's. The transformative adult learning theory (sometimes called transformational learning) is focused on changing the way learners think about the world around them, and how they think about themselves. For example, learners studying religions of the world may gain new perspectives on their principles and thoughts about regions and cultures as they learn more about different religions. Their assumptions may change based on what they learn. Sometimes transformative learning utilizes dilemmas and situations to challenge your assumptions and principles. Learners then use critical thinking and questioning to evaluate their underlying beliefs and assumptions, and learn from what they realize about themselves in the process. Mezirow saw transformative learning as a rational process, where learners challenge and discuss to expand their understanding.

There is criticism that transformative learning doesn't account well for relationships, feelings, and cultural contexts, making learners feel unsafe or nervous to share their thoughts with teachers or other learners in an educational setting. There are ups and downs with transformative learning, and many adult learners find that working to change their underlying beliefs can be rewarding and demanding at the same time.

***Self-directed learning.***

Self-directed learning is an interesting adult learning theory that has been around for hundreds of years. It became a more formal theory in the 1970's with Alan Tough and is used by teachers in a variety of educational settings to help improve adult learning. Self-directed learning (sometimes called self-direction learning) is the process where individuals take initiative in their learning—they plan, carry out, and evaluate their learning experiences without the help of others. Learners set goals, determine their educational or training needs, implement a plan, and more to enhance their own learning. Self-directed learning may happen outside the classroom or inside of it, with students working by themselves or collaborating as part of their self-directed learning process.

Criticism for this self-directed approach comes from those who say that some adult learners lack the confidence and understanding to do self-directed learning well. Critics also say that not all adults want to pursue self-directed learning. But for many adults, self-directed learning happens naturally without anyone explaining it or suggesting it. Adult learners are more prone to self-directed learning because they are often excited about their education and feel confident in their ability to take it on themselves. For many adult students, self-directed learning is a fantastic way to learn.

***Experiential learning.***

David Kolb championed this theory in the 1970's, drawing on the work of other psychologists and theorists. Experiential learning theory focuses on the idea that adults are shaped by their experiences, and that the best learning comes from making sense of your experiences. Instead of memorizing facts and figures, experiential learning is a more hands-on and reflective learning style. Adult learners are able to utilize this theory and learn by doing, instead of just hearing or reading about something. Role-play, hands on experiences, and more are all part of experiential learning.

Critics of experiential learning say that there are many benefits to non-experiential learning that can be overlooked with this theory. These critics suggest that there is great value on goals, metrics, decision-making, and details that can be overlooked in experiential learning. Many



adult learners find that this more hands-on approach is a great option for them. Instead of reading or memorizing, adult learners can utilize their past life experiences and their current understanding to improve their education.

### ***Project-based learning.***

As early as 1900, John Dewey supported a “learning by doing” method of education. Project-based learning (sometimes called problem-based learning) is similar to experiential and action learning in that the overall idea is to actually do something to help you learn, instead of reading or hearing about it. Project-based learning utilizes real-world scenarios and creates projects for students that they could encounter in a job in the future. Students can choose their own projects and pursue things they are interested in, which is a great option for adult learners who need real-world applications from their learning.

The major criticism of project based learning is that the outcomes aren’t proven. There isn’t enough evidence to show that project-based learning is as effective as other learning methods. But many adult learners find that this kind of learning is hugely beneficial for them as they apply what they have been taught to their career, giving them direct access to seeing what they can do with their knowledge.

### **Adult learning techniques**

There are many techniques that adult learners may use to help them learn more effectively, including:

- **Setting goals** - For example, learners who have a specific career goal in mind will have a better experience as they pursue their degree program. Or adults who want to learn Spanish might have a specific goal to be conversational before a trip to Mexico. Adult learners need these goals because their learning is more in their own hands than younger learners.
- **Decide their why** - Knowing why they want to pursue education will help adult learners feel confident about their learning process. Understanding why different courses will help them reach their goal can make sure they stay motivated.



- Review information regularly - Because adult brains are less plastic, they have a harder time creating new neural pathways. So adult learners need to be ready to review their material more regularly in order to help create those pathways.
- Find experiences to help facilitate learning - Adult learners can greatly benefit from finding ways to get hands-on learning. Finding internships, job shadow opportunities, projects, and other experiential opportunities can help them get a firmer grasp of their learning and be more excited about how it will translate to real-life.

### **Difficulties of adult learning**

Lack of time

Self-doubt

Financial barriers

Lack of support

### **2.2.7 Principles of Learning**

Learning has occurred when people demonstrate a difference in behaviour or ability to perform a task. The following principles are important for the development of any training programme:

- (1) Trainee must be Motivated to Learn - An employee must see a purpose in learning the information presented and have a clear understanding of what is presented. If these two factors are considered, there will be a greater chance of satisfaction. A good trainee perceives an opportunity of real satisfaction from training.
- (2) Information must be Meaningful - The training material must relate to the purpose of the training programme or it will stop being a motivator. The material must be presented in a sequential manner, from the simple to the more complex. Further training should provide variety to prevent boredom and fatigue. Materials can be presented through case studies, lectures, films, discussions, or simulated computer games.
- (3) Learning must be Reinforced - New ideas and skills need to be practised as soon as they are learnt. Unfortunately as humans we tend to forget 50 per cent of what we learn within the first forty-eight hours unless the learning is reinforced. One time exposure to any learning is



unlikely to make a permanent change in the behaviour and skills of the trainees.

When on the job, both positive and negative reinforcements should be used. If behaviour is undesirable, then negative reinforcement such as denial of a pay raise, promotion, or transfer can be effective. However, during the orientation and training period, positive reinforcement is more effective than negative reinforcement. According to Behaviour Modification Model developed by B.F. Skinner, the more a desired activity or new knowledge is repeated and rewarded with verbal praise, physical rewards, or income, the more it will be remembered and become a part of a person's behaviour.

In on-the-job training, the three steps concept can be used:

- (1) Tell,
- (2) Demonstrate, and
- (3) Have the employee try it.

Repeating the process as many times as necessary until the new employee can do the task on his own provides the opportunity to reinforce individual steps as often as necessary. Also it gives the trainer the opportunity to use behaviour modification techniques when the employee tries the task. Practice and repetition are almost synonymous with learning.

(4) Organization of Material - The trainer must remember that well organized material will help the trainees to remember the things taught to him. Presenting an overview of the material in a logical order will help the employee understand everything. Further, the sequence can affect how well the person can remember the material presented. The training section may prepare the training material to be used for different jobs with the help of line supervisors. A complete outline of the whole course should be made with the main topics included under each heading. The training material should be distributed among the trainees well in advance so that they may come prepared in the lecture class and may be able to understand the operations quickly and may remove their doubts by asking questions from the instructor.

(5) Distribution of Learning Periods - The instructor must remember that learning takes time. And teaching in segments, over a time span, rather than all at once may be desirable. An



employee must learn, reinforce, and review. Every employee may be bombarded with facts from other employees, the supervisor, the family, television and friends-so much so that there is a natural “forgetting factor” to everything he hears. Therefore, many short sessions spread over a long period, with opportunity to review, are sometimes better than two long sessions held over a short period. Learning a policy remembering it, and establishing it as apart of an everyday function may take some time. Too many supervisors expect their workers to adopt the “company attitude” and to put it into practice in a very short while. This should be avoided.

(6) Feedback on Learning - People like to know how much they have learnt or how well they are doing. The sooner employees know the results of a quiz or test, the sooner they can assess their progress. The sooner employees receive positive feedback from the trainer, the less time they will waste in learning.

Self-graded tests and programmed learning kits provide the necessary feedback to a person on his progress on a particular subject. This principle does not necessarily mean frequent testing, but the more immediate the feedback on learning the more motivating it is likely to be.

## 2.3 Check your Progress

Fill in the blanks

1. Learning is concerned with bringing about relatively permanent changes as a result of ..... .
2. The learning cycle has four parts which are experiencing, processing, generalizing and ..... .
3. is a process of adults gaining knowledge, skills, and competence.
4. The ..... are a graphical representation of learning and time.

## 2.4 Keywords

Learning - Learning can be defined as any relatively permanent change in behaviour which occurs as a result of practice or experience.

Cognitive Learning - Situations where information is stored and processed by mind without



explicit manipulation of reinforcers is called cognitive.

Adult learning — Adult learning is a process of adults gaining knowledge, skills, and competence. It is defined as the practice of teaching and educating adults, theory and study of adults learning, or pedagogical process.

## 2.5 Summary

Learning begins when a man takes birth on this earth and remains with him throughout his life. In profession, continuous updation of skills and relearning the newer challenges remains the key to competitiveness. Learning manifests itself by the changed behaviour of the trainees. A lot of research has been done on learning and a number of theories have been proposed to explain the same. Various theories of learning can be classified into two main categories connectionist theories and cognitivist theories. The connectionist theories believe primarily in the stimulus response approach. These theories involve the operation of laws of association, such as assimilation, frequency, contiguity, intensity, duration, context, acquaintance, composition, individual differences and cause and effect. Cognitivist theories believe that all learning leads towards a goal i.e. all human behaviour has a purpose. These theories believe in latent or collateral learning i.e. the formulation of enduring attitudes, likes and dislikes, in addition to learning in order to acquire a particular skill. Learning does not take place at a constant rate. It varies according to a number of factors, such as the difficulty of task and the ability of an individual to learn. The cumulative change of a specific criterion during a given period can be shown in the form of the learning curves. Three distinct stages can be drawn in a learning curve – the rapid initial learning, tapering of learning and fluctuating learning. Management development, accruing as a consequence of effective learning can be divided into three categories – informal managerial processes, integrated managerial processes and formal management development processes. Learning occurs even without planning and also persists amidst careful planning. A properly planned and designed training process can create the potential for a virtuous learning circle. The general principles of learning are that the trainee must be motivated to learn, the information must be meaningful, and learning must be reinforced. The material distribution of learning must be well organized and there must exist proper feedback on learning. The organizations are under tremendous pressure to perform better, which





is not possible without properly trained human resources. A learning organization shall invariably comprise of the learning individuals within the organization. So, the theoretical basis for learning must be put into practice to derive long-term benefits out of the same. Continuous learning is the answer to the changing times of today.

## 2.6 Self-Assessment Test

Q1. Define learning. Why is it important for the individuals as well as the organizations?

Q2. Briefly discuss various theories of learning.

Q3. Explain various doctrines of learning.

Q4. Differentiate between virtuous learning and vicarious learning. Discuss the role of a trainer in each of these situations.

Q5. What are various principles of learning?

## 2.7 Answers to check your Progress

1. Experience
2. Applying
3. Adult learning
4. Learning curves

## 2.8 References/ Suggested Reading

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|--|-------------------------------|
| <b>Subject: Training and Development</b>                                     |                               |
| <b>Course Code: BCOM-606</b>   | <b>Updated By: Dr. Poonam</b> |
| <b>Lesson No: 3</b>  |                               |
| <b>STRATEGIC TRAINING AND TRAINING PROCESS WITH ROLE OF TRAINING MANAGER</b> |                               |

## **STRUCTURE**

### 3.1 Learning Objectives

### 3.2 Introduction

#### 3.2.1 Meaning of Training Manager

#### 3.2.2 Role and Responsibilities of Training Manager

#### 3.2.3 Challenges of Training Manager

#### 3.2.4 Strategic Training

#### 3.2.5 Overview of Training Process

### 3.3 Check your Progress

### 3.4 Summary

### 3.5 Keywords

### 3.6 Self-Assessment Test

### 3.7 Answers to check your Progress

### 3.8 References/Suggested Readings

## **3.1 Learning Objective**

After reading this lesson, you will be able to:



- Know the meaning of training manager
- Understand role, responsibility and challenges of training manager
- Know the strategic training and its importance
- Understand the overview of training process

### 3.2 Introduction

Training is a process of learning a sequence of programmed behavior. It is the application of knowledge & gives people an awareness of rules & procedures to guide their behavior. It helps in bringing about positive change in the knowledge, skills & attitudes of employees. Training is investment in getting more and better quality work from your talent. Training is required at every stage of work and for every person at work. To keep oneself updated with the fast changing technologies, concepts, values and environment, training plays a vital role. Training programmes are also necessary in any organisation for improving the quality of work of the employees at all levels. It is also required when a person is moved from one assignment to another of a different nature. Thus, training is a process that tries to improve skills or add to the existing level of knowledge so that the employee is better equipped to do his present job or to mould him to be fit for a higher job involving higher responsibilities. It bridges the gap between what the employee has & what the job demands.

Training is that process by which the efficiency of the employees increases and develops. Training is a specialised knowledge which is required to perform a specific Training managers are specialists who help businesses by developing, facilitating and supervising training programs for employees.

#### 3.2.1 Meaning of Training Manager

Training managers are specialists who help businesses by developing, facilitating and supervising training programs for employees. They assess the needs of a business, implement training and development plans, and facilitate a wide variety of training programs that enhance the effectiveness of the workforce. A Training Manager is an essential part of the hiring and training process within a company. A Training Manager works with Human Resources and supervisors to



identify training requirements and develops plans for training new and existing employees. Additionally, a Training Manager has advanced experience with instructional methods, team coaching and skill development. They use these skills to support the rest of their team and ensure all employees are properly trained and working to company standards.

A person with the accurate and required ability, experience, qualities and skills to create, plan, change, implement, manage, review and update the training requirement of a business, company or organization easily and efficiently and performs their role in accordance with their job title, job person specification, duties, tasks and responsibilities of a training manager or incorporates this role into a specific managerial position and where appropriate has the responsibility to deliver a form of training proactively.

### **3.2.2 Role and Responsibilities of Training Manager**

1. Evaluate employees and identify weaknesses
2. Identify training needs according to needs
3. Based on research, plan and implement training programs that will prepare employees for the next step of their career paths
4. Recruit trainers
5. Lead, teach, onboard and evaluate new trainers
6. Make other trainers' schedules
7. Build quarterly and annual training program
8. Present all the technical and supply training requirements
9. Prepare budget for training programs and workshops
10. Encourage employees for training
11. Oversee employee attendance and performance
12. Track employee success and progress
13. Manage the production of program marketing material in collaboration with marketing



team

14. Communicate all the training programs on a timely basis
15. Have a program announcement marketing strategy
16. Prepare and deliver training courses
17. Bring guest presenters if necessary
18. Implement training KPIs
19. Prepare and present reports on training program KIPs.

### 3.2.3 Challenges of Training Manager

1. Dealing With Change - Organizational change is challenging and more common than ever. Dealing with changes due to mergers, acquisitions, technology, budgets, and staffing is the top challenge cited by training managers.
2. Developing Leaders - Many work environments are faced with leadership development challenges. It is crucial for organizations to develop leaders in every level—from the front line to the CEO—to support its success.
3. Engaging Learners – Training managers must communicate the value of learning and development. Too often, other urgent tasks or priorities seem to win out. It's a challenge to get learners to attend, actively participate, and follow-through.
4. Delivering Consistent Training - When a company is global or geographically dispersed, it increases the difficulty of providing consistent training. The most common challenges of training and development include geographic limitations, increased costs, language barriers, translation issues, and virtual training needs.
5. Tracking Skills Application - Discovering the “stickiness,” or sustainability of a training program is challenging at best. Training managers must find and implement an effective way to ensure skills are learned and applied in the real work environment.
6. Instilling Conflict Management Skills - Training learners about handling conflict can be difficult. Conflict management is a critical skill and can deeply affect an organization's success



when it is lacking. Conflict can increase turnover, decrease employee morale, and impact the longevity and well-being of a business.

7. Quantifying Training Effectiveness - It is important for many training managers to provide a quantitative assessment of how training programs are impacting their organization. It is challenging to figure out which metrics to use, how to incorporate them into post-training assessments, how and when to follow up, and how to adjust future training based on the results.

8. Improving Learning Effectiveness - Training learners effectively is important. There are so many topics to cover and many require unique delivery methods in order for solid skill development to occur. It is important to ask the right questions and identify the desired outcomes when planning each training session.

9. Demonstrating Value to Leadership - It is the task of senior leadership to determine which activities are worth funding. It is paramount for training manager to demonstrate bottom-line value in order to get buy-in from leaders. Keeping corporate training and development as a top priority in an organization is challenging.

10. Adapting Training to Millennials - Traditional training methods may not work with Millennials. This generation may be technologically proficient, but they also tend to lack important skills such as communication, diplomacy, and relationship building. It can also be difficult to provide training to multiple generations.

### 3.2.4 Strategic Training

Strategic training is a part of an ongoing process of professional development or simply about learning specific skill. It can improve people's skills and knowledge and also help them carry out their job effectively. Strategic training is a form of training that, according to a business's strategic planning, values and goals, provides employees with the necessary tools and information required to complete their tasks successfully.

Strategic training is a process which enables executives and managers to perform knowledge processes regarding the emergent strategic orientation of the company. During the application of a strategic training process executives and managers in particular are empowered to learn in terms of the emergent strategic orientation of the company. The environment in which strategic



training takes place must be such that it promotes and supports a strategic training process. It is therefore of crucial importance that companies are fully aware of the real meaning of the concept “strategic training ” and the nature and scope of a strategic training process.

The purpose of strategic training is to prepare your managers and employees with the skills they need to complete their work tasks both efficiently and effectively and help them reach your company's main goals. This training usually first happens when an employee or manager begins to step into the role and often involves both job shadowing of experienced workers and course-related activities. Not only does a strategic training plan focus on improving the quality of work in the present, but it is developed to make your workforce more competitive in the long term.

### **Strategic Training Objectives**

1. Translate the organization’s strategic objectives into training department objectives.
2. Write a mission statement for the training function
3. Establish policies to focus training activities and guide decision making
4. Create strategic and operational training plans
5. Develop a strategic training budget to support organizational objectives.
6. Manage the needs analysis process
7. Select the most appropriate training strategies
8. Calculate the costs and benefits of training programs
9. Manage the design of training programs
10. Deal with instructional design challenges
11. Prioritize course content to meet tight deadlines
12. Manage the delivery of training programs
13. Coach trainers to higher levels of performance
14. Manage the course evaluation process



15. Staff a highly effective training team
16. Assess the core competencies of your staff
17. Apply a competency-based hiring approach
18. Select the best vendors and consultants

### **Training Needs in Different Strategies**

Many needs assessments are available for use in different strategic employment contexts. Sources that can help in determining which needs analysis is appropriate for different strategies in the given situation are described below:

1. **Strategic Context Analysis:** An analysis of the business needs or other reasons the training is desired in respect with whole of organisational strategy. The important questions being answered by this analysis are who decided that training should be conducted, why a training programme is seen as the recommended solution to a business problem, what the history of the organisation has been with regard to employee training and other management interventions.
2. **Strategic User Analysis:** Analysis dealing with strategy of potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training.
3. **Strategic Work Analysis:** Analysis of the strategic tasks being performed. This is a strategic Notes analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.
4. **Strategic Content Analysis:** Strategic analysis of documents, laws, procedures used on the job is to be done. This analysis answers questions about what knowledge or information as well as training requirement is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the





appropriate content.

5. Training suitability Analysis: Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.

6. Cost-benefit Analysis: Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organisation that is greater than the initial investment to produce or administer the training.

### 3.2.5 Overview of Training Process

Training is a part of an ongoing process of professional development or simply about learning specific skill. It can improve people's skills and knowledge and also help them carry out their job effectively. It is the process, directed towards agreed sometimes called learning outcomes from training and the person being trained participates with the activity, rather than simply receiving. It usually involves participation.

The following are the steps necessary in the strategic training and development process:

Organizational Objectives

Needs Assessment

There a Gap?

Training Objectives

Select the Trainees

Select the Training Methods and Mode

Choose a Means of Evaluating

Administer Training

Evaluate the Training.

The business should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Firms that plan their training process are more successful than those that do not. Most business owners want to succeed, but do not engage in training designs that promise to improve their chances of success. Why? The five



reasons most often identified are:

**Time:** Small businesses managers find that time demands do not allow them to train employees.

**Getting started:** Most small business managers have not practiced training employees. The training process is unfamiliar.

**Broad expertise:** Managers tend to have broad expertise rather than the specialised skills needed for training and development activities.

**Lack of trust and openness:** Many managers prefer to keep information to themselves. By doing Notes so, they keep information from subordinates and others who could be useful in the training and development process.

**Skepticism as to the value of the training:** Some small business owners believe the future cannot be predicted or controlled and their efforts, therefore, are best centered on current activities i.e., making money today.

A well-conceived training programme can help your firm succeed. A programme structured with the company's strategy and objectives in mind has a high probability of improving productivity and other goals that are set in the training mission.

The purpose of formulating a training strategy is to answer two relatively simple but vitally important questions: (1) What is our business? and (2) What should our business be? Armed with the answers to these questions and a clear vision of its mission, strategy and objectives, a company can identify its training needs.

**Identifying Training Needs** Training needs can be assessed by analysing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. This analysis will provide answers to the following questions:

1. Where is training needed?
2. What specifically must an employee learn in order to be more productive?
3. Who needs to be trained?



Begin by assessing the current status of the company how it does what it does best and the abilities of your employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of a training programme can be evaluated. Your firm should know where it wants to be in five years from its long-range strategic plan. What you need is a training programme to take your firm from here to there.

Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training programme will fail.

Next, determine exactly where training is needed. It is foolish to implement a companywide training effort without concentrating resources where they are needed most. An internal audit will help point out areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development.

Also, in today's market-driven economy, you would be remiss not to ask your customers what they like about your business and what areas they think should be improved. In summary, the analysis should focus on the total organization and should tell you (1) where training is needed and (2) where it will work within the organization.

Once you have determined where training is needed, concentrate on the content of the programme. Analyse the characteristics of the job based on its description, the written narrative of what the employee actually does. Training based on job descriptions should go into detail about how the job is performed on a task-by-task basis. Actually doing the job will enable you to get a better feel for what is done.

Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancies between actual and anticipated skill levels identifies a training need.

### **Selection of Trainees**

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a small business, this question is crucial. Training an employee is



expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained.

Training programmes should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the programme is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the programme.

### **Training Goals**

The goals of the training programme should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behaviour or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future. Setting goals helps to evaluate the training programme and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

### **Training Methods**

There are two broad types of training available to small businesses: on-the-job and off-the-job techniques. Individual circumstances and the 'who,' 'what' and 'why' of your training programme determine which method to use.

On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

Off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too



costly.

**Orientations are for new employees** The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that 60 percent of all employees who quit do so in the first ten days. Orientation training should emphasize the following topics:

1. The company's history and mission.
2. The key members in the organization.
3. The key members in the department, and how the department helps fulfill the mission of the company.
4. Personnel rules and regulations.

Some companies use verbal presentations while others have written presentations. Many small businesses convey these topics in one-on-one orientations. No matter what method is used, it is important that the newcomer understands his or her new place of employment.

*Lectures* present training material verbally and are used when the goal is to present a great deal of material to many people. It is more cost effective to lecture to a group than to train people individually. Lecturing is one-way communication and as such may not be the most effective way to train. Also, it is hard to ensure that the entire audience understands a topic on the same level; by targeting the average attendee you may under-train some and lose others. Despite these drawbacks, lecturing is the most cost-effective way of reaching large audiences.

*Role playing and simulation* are training techniques that attempt to bring realistic decision-making situations to the trainee. Likely problems and alternative solutions are presented for discussion. The adage there is no better trainer than experience is exemplified with this type of training. Experienced employees can describe real world experiences, and can help in and learn from developing the solutions to these simulations. This method is cost effective and is used in marketing and management training.

*Audiovisual methods* such as television, videotapes and films are the most effective means of providing real world conditions and situations in a short time. One advantage is that the presentation is the same no matter how many times it's played. This is not true with lectures,



which can change as the speaker is changed or can be influenced by outside constraints. The major flaw with the audiovisual method is that it does not allow for questions and interactions with the speaker, nor does it allow for changes in the presentation for different audiences.

*Job rotation* involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs. It is usually used in training for supervisory positions. The employee learns a little about everything. This is a good strategy for small businesses because of the many jobs an employee may be asked to do.

*Apprenticeships* develop employees who can do many different tasks. They usually involve several related groups of skills that allow the apprentice to practice a particular trade, and they take place over a long period of time in which the apprentice works for, and with, the senior skilled worker. Apprenticeships are especially appropriate for jobs requiring production skills.

*Internships and assistantships* are usually a combination of classroom and on-the-job training. They are often used to train prospective managers or marketing personnel.

*Programmed learning*, computer-aided instruction and interactive video all have one thing in common: they allow the trainee to learn at his or her own pace. Also, they allow material already learnt to be bypassed in favour of material with which a trainee is having difficulty.

*Laboratory training* is conducted for groups by skilled trainers. It usually is conducted at a neutral site and is used by upper- and middle-management trainees to develop a spirit of teamwork and an increased ability to deal with management and peers. It can be costly and usually is offered by larger small businesses.

## **Trainers**

Who actually conducts the training depends on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the-job training, by either in-house personnel or outside instructors.

In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. These supervisors should be taught the techniques of good training. They must be aware of the



knowledge and skills necessary to make a productive employee. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their departments.

Trainers must be aware of how adults learn and how best to communicate with adults. Small businesses need to develop their supervisors' training capabilities by sending them to courses on training methods. The investment will pay off in increased productivity.

There are several ways to select training personnel for off-the-job training programmes. Many small businesses use in-house personnel to develop formal training programmes to be delivered to employees off line from their normal work activities, during company meetings or individually at prearranged training sessions.

There are many outside training sources, including consultants, technical and vocational schools, continuing education programmes, chambers of commerce and economic development groups. Selecting an outside source for training has advantages and disadvantages. The biggest advantage is that these organizations are well versed in training techniques, which is often not the case with in-house personnel.

The disadvantage of using outside training specialists is their limited knowledge of the company's product or service and customer needs. These trainers have a more general knowledge of customer satisfaction and needs. In many cases, the outside trainer can develop this knowledge quickly by immersing himself or herself in the company prior to training the employees. Another disadvantage of using outside trainers is the relatively high cost compared to in-house training, although the higher cost may be offset by the increased effectiveness of the training.

Whoever is selected to conduct the training, either outside or in-house trainers. Having planned the training programme properly, you must now administer the training to the selected employees. It is important to follow through to make sure the goals are being met. Questions to consider before training begins include:

Location

Facilities



Accessibility Comfort

Equipment

Timing

Careful attention to these operational details will contribute to the success of the training programme. An effective training programme administrator should follow these steps:

1. Define the organizational objective.
2. Determine the needs of the training programme
3. Define training goals
4. Develop training methods
5. Decide whom to train
6. Decide who should do the training
7. Administer the training
8. Evaluate the training programme.

Following these steps will help an administrator develop an effective training programme to ensure that the firm keeps qualified employees who are productive, happy workers. This will contribute positively to the bottom line.

### **Evaluation of Training**

Training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training programme. Any discrepancies should be noted and adjustments made to the training programme to enable it to meet specified goals. Many training programmes fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals.

### **3.3 Check your Progress**





Fill in the blanks

1. Strategic training and development process is directed towards ..... outcomes.
2. There are two broad types of training available to businesses which are on-the-job and ..... techniques.
3. A programme structured with the company's strategy and objectives in mind has a high probability of improving productivity and other goals are set in the training .....
4. Strategic User Analysis deals with strategy of potential participants and ..... involved in the process.

### 3.4 Summary

The global competition and the country's ambition to join ranks with the developed countries require that, its existing approach to development and training undergo fundamental change.

Strategic training is a part of an ongoing process of professional development or simply about learning specific skill.

### 3.5 Keywords

**Apprenticeships:** This means involvement of several related groups of skills that allow the apprentice/trainee to practice a particular trade, and it take place over a long period of time.

**Job Rotation:** It involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs.

**Strategic Context Analysis:** An analysis of the business needs or other reasons the training is desired in respect with whole of organisational strategy

### 3.6 Self-Assessment Test

- Q1. Meaning of Training Manager. Discuss the role and responsibility of training manager.
- Q2. What is Strategic Training? Explain in detail objectives of Strategic Training.
- Q3. Briefly explain the process of training.
- Q4. Write a short note on:



3.6.2 Strategic Context Analysis

3.6.3 Strategic Content Analysis

3.6.4 Cost-benefit Analysis

3.6.5 Strategic Work Analysis

### **3.7 Answers to Check Your Progress**

1. Learning
2. Off-the-job
3. Mission
4. Instructors

### **3.8 References/Suggested Readings**

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|--|-------------------------------|
| <b>Subject: Training and Development</b>                             |                               |
| <b>Course Code: BCOM-606</b>   | <b>Updated By: Dr. Poonam</b> |
| <b>Lesson No: 4</b>  |                               |
| <b>ASSESSMENT: TRAINING NEEDS ASSESSMENT,<br/>OBJECTIVES SETTING</b> |                               |

## STRUCTURE

### 4.1 Learning Objectives

### 4.2 Introduction

4.2.1 Training Needs – Concept, Scope and Importance

4.2.2 Environmental contexts in training need identification

4.2.3 Scope of Training Needs

4.2.4 Methods and Techniques of Training Need Assessment

4.2.5 Training Need Assessment Process

4.2.6 Classification of Needs

4.2.7 Training Need Assessment-Organizational and Operational Analysis

4.2.8 Training Forecast

4.2.9 Training Needs Analysis

4.2.10 Objectives setting

4.3 Check your Progress

4.4 Keywords



- 4.5 Summary
- 4.6 Self-Assessment Test
- 4.7 Answers to check your Progress
- 4.8 References/Suggested Readings

## 4.1 Learning Objectives

After studying this unit, you will be able to:

- Recognize the importance and scope of training needs
- Discuss the methods and techniques of training need assessment
- Explain the training need assessment process
- Describe the organizational and operational analysis

## 4.2 Introduction

If training is to be relevant and cost-effective, it must meet the needs of the organisation in terms of its target population. Training for the sake of training is pointless and the planning of who is going to receive training is essential. It is also important to plan how much they will receive and when. Considerations of who will carry out the training and the facilities that the company has at its disposal, are important factors in the planning phase. However, the obvious first step must be to formulate a training policy, and to be successful, this should come from the highest level of decision-making in the organisation. The company's approach to training, its commitment in terms of staff and facilities and the allocation of duties to line and staff appointments, in terms of their training role, are important. Any activity undertaken in an organization must be planned carefully, otherwise it will lead to the wastage of resources and efforts and not achieve the desired objectives. In this lesson, the characteristics of training needs within an organization are discussed and a practical framework for their identification is suggested. Most of the times, training in organizations takes place without people necessarily thinking of it as training. The individuals become aware of learning gaps that need filling or of



opportunities for self-development through interest, curiosity, ambition or simply by having to cope. People take advantage of these opportunities or take action to fill the gaps often without, official guidance or direction. They watch others, try things out, reflect on their experience, seek (or are given) advice, or get hold of information. The development opportunities outside the work environment can cause the individuals to become aware that their skills and knowledge are in some way deficient. Rapid advances in information technology and flexible learning facilities are increasing the learning opportunities dramatically increasing. Media has also contributes to the importance of learning.

#### **4.2.1 Training Needs – Concept, Scope and Importance**

A training need is the gap between the knowledge, skills and attitudes required and the knowledge, skills and attitudes already possessed by the trainee. It exists at all levels of the organisation, it is only the emphasis of one or the other aspect which changes, whether one is grooming a new chairman or instructing an operator, since knowledge, skills and attitudes are the three criteria around which all jobs are based. The company must set the ‘climate’ for training in their organization by publicizing their decisions and their intentions for staff training. The next step, after this statement of intent needs really exist within the concern. This assessment of training needs is essential if the firm wishes to build an accurate picture of the gaps in the knowledge and skills of the workforce, and should be carried out with care, with professional help if need be from specialist trainers. Since this is not a ‘one-off’ exercise, the knowledge of how to go about identifying training needs will have to be vested in several key people in the training system, so a concerted approach at this stage often bears the best results.

There are three major areas in which the staff displays such gaps i.e. they don’t meet the job requirements. These are : (a) when their performance in their present position do not match the required standards, (b) when the requirement of the job changes due to the changed circumstances, and (c) when the present job ceases to exist or the job holder changes jobs, thereby creating new ‘gaps’ in the new job.

Existence of Need The organisational effectiveness depends on the performance and excellence of their employees. The employees may be inexperienced or lacking in some of the



skill/knowledge required to perform the given task. Or even organisational culture demands on the flexibility of attitude and awareness of legacy or discipline to enable to recognize red, green and gray lines before taking any decisions. These deficiencies need to be rectified and the employee's morale to be boosted as to perform his task effectively. The performance deficiencies as a result of deficiencies in an individual and or a group. Performance Deficiencies are -

1. Individuals knowledge & skill
2. Skill & knowledge of the group v Attitude of individual
3. Group behaviour
4. Facilities or work culture
5. Job discipline
6. Supervisory/Managerial effectiveness
7. Organisational policies

#### **4.2.2 Environmental contexts in training need identification**

While identifying training needs, it is important to take into consideration the environmental contexts. Specifically, this would include the national and organizational contexts within which organizations are working. Training is highly influenced by the current developments in these contexts. In general, the environmental context for identifying training needs includes the following:

1. The effects of legislation and national economic policies on the organization's markets and policies. For example, if an organization wants to train its sales force, it has to apprise them of the laws relating to sales tax and consumer protection. A personnel department must be clear of the prevailing labour laws.
2. The pace of technological development and job change, which is increasing the requirement for learning needs to be quickly and continually re-identified. In the present times, technology has created a paradigm shift in the human resource management. Organizations are working



across boundaries and have a diverse mix of attitudes and work environments. Training needs have to comply with these.

3. The present age of competition needs flexibility in its approach towards human resource management. The work force of today might not have a fixed office, nor would they have any working hours. The older rules of compensation, career advancement, job security etc. are not longer true. The training needs have to accommodate this flexibility also.

4. The integrated economies of today have led to the convergence of markets and organizations. Training has to include them and these should be considered while designing any training programme.

5. There are no qualifications for a job. This flexibility allows people of diverse background skill to work in an organization. Training needs must be based on these diversities.

6. The increasing stress (sometimes in an uneasy relationship with the ‘competence’ developments) on continuous development, self-development and on people taking responsibility for their own learning. The often rapidly changing pattern of government intervention in the control, encouragement, provision and funding of vocational education and training, and the various ‘initiatives’ launched by government departments.

### 4.2.3 Scope of Training Needs

Logically, training needs must apply to individuals, at whatever level in the organization, but the scope and grouping of application varies considerably. Consequently, the scale and characteristics of the related training also varies, and so does its importance and cost. Three categories of the scope of training needs can be identified, as stated below:

(i) At the level of all individuals There are some training needs, which may cover everyone in the organization. For example, where the development and survival of a business depends on a much greater willingness on the part of its managers and work-force generally to accept change, or where the whole business is moving to a new site. In the present times of disinvestments of PSUs, computerization and corporate restructuring, many organizations undertake the exercise of imparting training to everyone in the organizations. Every individual has to relearn newer skills to work in newer environment. Example of BALCO disinvestments, computerization of



SBI are some of the typical examples.

(ii) Specific groups in an organization This category of training relates to specific groups of people within an organization, although it is less wide in its scope. There may be in a particular unit, department, or section; at a certain level, such as supervision; or within a particular occupation or exercising a particular function such as designated safety officers. An example is when a new information system, linking all the retail outlets of a major chain store, leads to the requirement for training in the use of on-line computer terminals for certain grades of staff in all branches. In armed forces, specific strike groups are trained for counter insurgency or anti terrorist operations. When Election Commission of India decided to use electronic voting machines, it undertook the task of training the groups who were to perform the job.

(iii) Particular individuals in an organization The third category relates to particular individuals. Examples of person-specific learning needs include:

- Preparing an employee for a new job. E.g. when a person is shifted from one department to another, he needs to get trained for the newer responsibilities.
- Activities in support of career or self-development. E.g. a person getting training before getting promoted to the next position.
- Remedial training or coaching where work performance is not up to standard. E.g. an employee might need specific training or counseling to be able to perform better.
- Updating training E.g. the technology might change and the organization might have to update the training of the individuals.

### **Assessment of Training Needs**

There is little disagreement among training researchers that a thorough assessment of the organisation's needs is of utmost importance and should be conducted before the development of a training programme. Training Needs Assessment provides information on where training is needed, what content of the training is needed, what the content of the training should be, and who within the organisation needs training in certain kinds of skills and knowledge.





#### 4.2.4 Methods and Techniques of Training Need Assessment

There can be many approaches/methods or techniques to justify the Training Need assessment. The following six approaches/techniques are most common:

(a) Training Need Survey: This is the most commonly technique used for training need assessment. However, since this approach is based on opinions/views, its effectiveness will largely depend on the quality of survey. The survey is designed and conducted to collect the opinions or organisational culture affecting performance, educational skill and attitudes of the personnel, organisation impact on resources, the willingness of the bottom and intention of the top, etc. A proper recorded and analysed survey will not only help in working out T & D strategies and objectives but it will also provide useful input to decide the budget or justify the T & D activities.

The suitability of this approach will however depend on the:

- Openness in the organisational culture
- Size of the organisation and its population
- Complexity of job in question
- Opportunity to make a difference between population and area of excellence
- The correctness of the resources.

Survey of training need must define the following:

- Present Needs
- Future Needs
- Individual Needs
- Organisational Needs
- Job requirement & Job performance level
- In-house Training



- Managerial Plan

(b) Competence Analysis: It is a relatively quicker method to identify the training needs. This combines both the survey and study of specifications. The views of self, supervisor or subordinates about skill, knowledge and attitudes are collected for a particular post or position and to remedy the deficiency, suitable training need is identified. This approach thus gives a broad and relatively inexpensive analysis. This helps in prioritising the skill and knowledge the training needs. It can however be little controversial in some of the organisations as it may leave some areas of doubts and prejudices which may affect the correctness and its assessment.

(c) Performance Appraisal Approach: This is the relatively accurate approach for individual training and development needs. This goes with analysing knowledge, skill and the job requirement. This approach, however, starts after defining the criteria and the standards to measure or compare the performance. The main aim of this approach is to find out whether employees on the given work or positions have the required knowledge and skill to do it properly or not. Even newcomers, though they have inventory of knowledge/ skill, are required to improve performance and they need training. Job description vs. job performance analysis provides sufficient data to identify the T & D.

(d) Task Analysis Approach: Sometimes an individual works effectively so long as he is performing on his own but when on a task to accomplish which involves contributions of others his efficiency is reduced. Task analysis therefore, exposes his weakness in dealing with others and his attributes to make him capable of running a group or performing a task effectively. This is the most comprehensive yet useful approach to identify HRD needs. Tasks specifications and the competence desired to perform the task precisely identify the training needs. While this is more objective and output oriented, it takes time and skill both.

(e) Feedback Approach: This approach is generally used in most of the organisations. The feedback or information regarding the necessity of training and development in a department for a group or individual can be from:

Annual reports

Production report



Performance report

Comments of supervisors/managers

Comments of the colleagues, etc.

Since the above sources of information are otherwise obligatory in an organisation, this approach is inexpensive and fastest to identify the training needs. However, this can be ineffective also as it does reflect on the factors affecting low performance of individual or the group.

(f) Management Decision Approach: In most of the small organisations, the management decides who is to be trained and what is to be taught. Of course these decisions are based on the future planning/career growth plan or the deficiencies in their employees directly noted by the top management. The sources of information may be various; management reports or the direct interaction. This approach is also inexpensive but may not have the support of justification documents or a recorded present performance and achieved performance level for measuring the change.

#### **4.2.5 Training Need Assessment Process**

##### **Designing the Training Needs Analysis Process**

When the purpose and objectives of the training analysis have been determined, the next phase of the training analysis process is to identify the kinds of data required to meet those objectives. The data needed falls into the following major categories:

- (a) Data to define the need.
- (b) Data to identify the solution.
- (c) Data to specify those needing training.
- (d) Data to provide the planning details for delivery of training.

To develop any kind of useful training plan, all these kinds of data must be obtained at some point in the training needs analysis process, either formally or informally. It is extremely important that organisations be aware of the kinds of data with which the training needs



analysis process is concerned, so that they may select or develop the most appropriate data-gathering instruments for their needs.

(a) Data to define the need: In training needs assessment, defining training needs is appropriately approached from a performance analysis perspective. That is, there are two important pieces of information which must be gathered viz the desired level of performance and the actual level of performance. By obtaining these two pieces of data, a discrepancy is set up which defines the problem. This discrepancy, then, defines the training need, assuming that the cause of the discrepancy is due to some knowledge/skill deficiency.

To define training needs thoroughly, it is also necessary to consider the dimension of time; the concept of immediate needs versus long-range needs must be dealt with. It is the responsibility of “management” within the organisation to identify and prioritise the immediate needs and the long-term needs. Those needs classified as immediate can, through proper design, be accomplished through training programmes. The long-term needs will indicate, to the management a concern for direction and planning the development processes of personnel to meet the future changes and requirement in the organisation.

(b) Data to identify the solution: The second major area is data identifying the solution to a training need. Data-gathering cannot stop at defining the need; data on alternative methods for meeting the need must also be provided. This requires a variety of kinds of information about potential training and development experiences. This kind of information can be clearly defined through answers to two questions viz (a) What kind of training or development experience is appropriate for meeting the identified need? (b) what are sources available for meeting the need?

(c) Data about those needing training: The third major category is the data needed to specify and define training populations. In order to make effective decisions about training, certain data about the person with the need is necessary. It is helpful to look at this data at two levels, the “individual level” and the “organisational level”.

Individual Need The “individual level” refers to the kind of data which is important to gather about each person being considered for a training or developmental experience. For this



purpose data on the individual's career background, the previous training received and the individual's career aspirations are necessary.

Data at the "organisational level" concerns information about the common characteristics of potential training populations. When a training need is surfaced which goes beyond the deficiencies or developmental needs of the individual cases, it becomes an important part of the training needs analysis to provide data about common characteristics of the potential group of trainees.

By defining potential training populations according to their common characteristics, additional data for identifying the true source of a problem may be obtained.

(d) Data of planning and delivery of training: The fourth major type of data is utilised for planning and delivery of training. Normally, this data is obtained in the process of gathering data in the other three areas of defining the need, identifying the solution, and specifying those, needing training. It is helpful to define and categorize the data required for planning in order to ensure a thorough training needs analysis.

### **Conducting the Needs Assessment**

The process for gathering data vary depending on the goal, resources available, time requirements given by management, the design, and population you want to analyse. While there is no particular methodology or technique for assessing the training needs of an organisation, professionals in the field of training and development generally have nine basic methods from which to utilize. These method are listed in Appendix - A. However, when used as a formal instrument, it is helpful to review some basic principles:

1. Get the explicit support and backing of top management.
2. Explain how to use the instrument to suit everyone who is involved with it. Make sure they understand what is being asked.
3. Explain the purpose for which the data is being gathered and why it is important.
4. Emphasize the need for frankness and thoroughness. When appropriate, assure anonymity.
5. Set definite time frames for return of the data.



Using these common sense guidelines should help to make the data-gathering process go smoothly and efficiently.

### **Processing the Data**

Once needs have been surfaced, decisions must be made as to how they will be met; these decisions for allocating training resources should logically be based on a determination of the relative importance of different training needs. Establishment of training priorities is crucial in ensuring that the training and employee development programme is oriented to and effectively supports achievement of the organisation's mission and goals. There are six basic factors that should be considered in setting priorities for meeting training needs: (a) Impact (b) Scope (c) Organisation Policy (d) Time (e) Need Type, and (f) Feasibility.

Identification of the importance of a sound training needs assessment process is described in Figure below. The model gives individual organisations new ways of looking at what they do in assessing training and at how they might improve their process to make more efficient use of the training budget.

By reviewing each of the stages of the model, organisations may re-examine the assumption behind their own procedures. To help in this process, a summary of the major points of the needs assessment model is outlined below.

Step 1: Determine the Purpose and Objectives of the Needs Assessment.

Step 2: Identify the Kinds of Information Needed.

Step 3: Design the Data-Gathering Approach.

Step 4: Gather Data.

Step 5: Analyse and Verify Data.

Step 6: Set Training Priorities.

### **4.2.6 Classification of Needs**

Present Needs

(a) Role clarity



- (b) Leadership Quality Development
- (c) Decision-Making Skill Development
- (d) Quality Consciousness Development
- (e) Improvement in Productivity
- (f) Behaviour Reforms

#### Future Needs

- (a) Technological change & skill development
- (b) Knowledge of future diversification and change in Roles
- (c) Updating the Trade Skill knowledge of competitive market
- (d) Career Planning and Management Development plans

The above classification of needs also gives a gentle hint that in an organisation, not only the individual but the group or even the organizational culture needs to be developed to set in organisational effectiveness. Thus, the training needs can be said to exist at the following three levels:

- (a) Individual needs.
- (b) Occupational needs.
- (c) Organisational needs.

(a) Individual Needs: Skills, knowledge and attitude are the three dimensions of a performer which contribute towards his/her total effectiveness or the competence. One can have basic knowledge and skill to justify for the job description but the improvement in these dimensions with reference to the occupational and organisational can bring out better results. Amongst the individual needs, supervisory skill development, Managerial/ Executive Development, Decision-making needs, etc. are important needs.

(b) Occupational Needs: The need for fulfilling the competence gap to perform quality output, breaking the barriers of interpersonal group effectiveness, developing confidence to take up challenges and initiatives; generally clarifies the occupational need. Among these, Team



Development, Group dynamism OJT, JIT, etc. can be considered.

(c) Organisational Needs: Every organisation strives for excellence in job performance to achieve total dynamism in respect of fulfilling its objectives. Therefore, there must be an approach to develop individuals by way of correcting their attitude, appraising and counselling him/her which can promote harmonious work culture. The management development programmes OD, MBO, etc. are the common organisational needs.

#### **4.2.7 Training Need Assessment-Organizational and Operational Analysis**

McGhee and Thayer introduced a framework for understanding the needs-assessment process. It identifies three critical and interrelated components; Organisational analysis, Operations (or task) analysis, and Person analysis.

Training efforts aim at meeting the requirements of the organisation (long-term) and the individual employees (short-term). This involves finding answers to questions such as: Whether training is needed? If yes, where it is needed? Which training is needed? etc. Once we identify training gaps within the organisation, it becomes easy to design an approach to training programme. Training needs can be identified through the following types of analysis (Thayer & McGhee Model):

(a) Organisational Analysis: It involves a study of the entire organisation in terms of its objectives, its resources, the utilisation of these resources, in order to achieve stated objectives and its pattern of interaction with the environment. The important elements that are closely examined in this connection are:

*Analysis of Objectives:* This is a study of short-term and long-term objectives and the strategies followed at various levels to meet these objectives.

*Resource Utilisation Analysis:* How the various organisational resources (human, physical and financial) are put to use is the main focus of this study. The contributions of various departments are also examined by establishing efficiency indices for each unit. This is done to find out comparative labour costs, whether a unit is undermanned or over-manned.





*Environmental Scanning:* Here the economic, political, socio-cultural and technological environment of the organisation is examined.

*Organisational Climate Analysis:* The climate of an organisation speaks about the attitudes of members towards work, company policies, supervisors, etc. Absenteeism, turnover ratios generally reflect the prevailing employee attitudes. These can be used to find out whether training efforts have improved the overall climate within the company or not.

(b) *Task or Operational Analysis:* This is a detailed examination of a job, its components, its various operations and conditions under which it has to be performed. The focus here is on the roles played by an individual and the training needed to perform such roles.

The whole exercise is meant to find out how the various tasks have to be performed and what kind of skills, knowledge, attitudes are needed to meet the job needs. Questionnaires, interviews, reports, tests, observation and other methods are generally used to collect job related information from time-to-time. After collecting the information, an appropriate training programme may be designed, paying attention to (i) performance standards required of employees, (ii) the tasks they have to discharge, (iii) the methods they will employ on the job and (iv) how they have learned such methods, etc.

(c) *Manpower Analysis:* Here the focus is on the individual in a given job. There are three issues to be resolved through manpower analysis. First, we try to find whether performance is satisfactory and training is required. Second, whether the employee is capable of being trained and the specific areas in which training is needed. Finally, we need to state whether poor performances (who can improve with requisite training inputs) on the job need to be replaced by those who can do the job. Other options to training such as modifications in the job or processes should also be looked into. Personal observation, performance reviews, supervisory reports, diagnostic tests help in collecting the required information and select particular training options that try to improve the performance of individual workers. To be effective, training efforts must continuously monitor and coordinate the three kinds of analyses described above. An appropriate programme that meets the company's objectives, task and employees needs may then be introduced. Further, the training needs have to be prioritised so that the limited



resources that are allocated to fill training gaps are put to use in a proper way.

It is obvious from the foregoing, that no assessment of training need is going to be successful without a thorough knowledge of the job itself in all its aspects and a thorough knowledge of the personal achievements of the job holder. It is this second factor where the identification of training needs is often unsuccessful, since the investigator doesn't have the required facts in his possession.

However, the collation of the information about how many of the necessary qualities the jobholder (or candidate) already possesses is often more difficult to ascertain. Face-to-face interview techniques by the assessor are most profitable, although not always practicable. Where questionnaires, forms and other non-personal techniques are used, there always seems to be a lack of important feedback on attitudes and performance standards, often psychological in nature, which cannot be determined in writing.

#### **4.2.8 Training Forecast**

Any changes in the future will usually bring about training needs, so research will have to be carried out to forecast the developments that are to occur. This function is always least tackled in the training needs analysis, especially in companies employing no training specialist, where line managers, responsible for their own internal training, often fail to set aside some time to review their future needs. The following future needs will force the company to train or retrain its employees: Expansion, Promotion, Reorganisation, Seasonal Variations, New Methods, Change in Layout, New Equipment, Special Jobs, New Products, Changes in Manning Levels, Retirements, Attritions. These are some examples of the sort of information a trainer must have at his fingertips to be able to assess accurately the 'gaps' in people's skills, knowledge and attitudes in the future. It is quite often helpful to place them in order of priority as to whether they are (a) potential needs, (b) pending needs or (c) current needs which have been overlooked. Training forecast is a function of Management Planning.

#### **4.2.9 Training Needs Analysis**

A training needs analysis is basically a data-gathering process used to identify and compare an



organisation's actual level of performance to the projected (desired) level of performance. Training needs analysis is a systematic process of understanding training requirements. It is conducted at three stages - at the level of organisation, individual and the job, each of which is called as the organisational, individual and job analysis. Once these analyses are over, the results are collated to arrive upon the objectives of the training program.

The training effort in many organizations is often wasted as a result of poor (or non-existent) needs assessment. Surveys of Australian businesses reveal around 40% of organizations have no formal training schemes and around 32% have no formal instruction to develop skills. These statistics reveal a lack of recognition of the role human resource development (HRD) plays in the success of an organization, or the lack of wanting to invest in training. The TNA Process A Training Needs Analysis (TNA) is a process by which an organization's HRD needs are identified and articulated. The process can identify:

- An organization's goals and its effectiveness in reaching these goals
- Discrepancies or gaps between an employee's skills and the skills required for effective current job performance
- Discrepancies or gaps between an employee's skills and the skills needed to perform the job successfully in the future
- The conditions under which the HRD activity will occur.

Ultimately, the TNA will identify needs which require addressing in some way. It not only provides clear direction for identifying training needs, but also helps to evaluate how effective previous training programmes have been. The two outcomes are a training need and a non-training need.

A Training Need reveals a performance gap, and the gap can be filled with training. It exists when the employee does not know how to do the job – it is a lack of knowledge, skills, and attitudes.

A Non-Training Need reveals a gap, however this gap cannot be filled (or fixed) with training. It might encompass workflow, recruitment, or job design. Employees know how to do the job, but



something else affects their performance.

Types of Needs Analyses - Many needs assessments are available for use in different employment contexts. Sources that can help you determine which needs analysis is appropriate for your situation are described below.

- *Organizational Analysis.* An analysis of the business needs or other reasons the training is desired. An analysis of the organization's strategies, goals, and objectives. What is the organization overall trying to accomplish? The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.

- *Person Analysis.* Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training. Do the employees have required skills? Are there changes to policies, procedures, software, or equipment that require or necessitate training?

- *Work analysis / Task Analysis.* Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.

- *Performance Analysis.* Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a Performance Gap? Performance Analysis means analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.

- *Training Suitability Analysis.* Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best



solution. It is important to determine if training will be effective in its usage.

- **Cost-Benefit Analysis.** Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

#### **4.2.10 Objectives Setting**

An objective can be defined as a specific result the enterprise (or project) would like to achieve within a specified time period.

A training objective is a measurable end result of a training or exercise program. Setting training objectives is important in helping people stay focused and motivated and to improve confidence.

Examples of training goals and objectives can be to lose a certain amount of weight, achieve a specific lap time, lift a set weight, or walk a set number of steps per day. Less clearly defined objectives for training can be to achieve a healthy lifestyle or more defined muscle tone.

Training objectives work best when there are both short-term and long-term goals, and the objectives of training are in written form and referred to regularly. People who set goals have a far better chance of achieving objectives than those who do not.

Objectives setting training includes engaging your stakeholders by clearly:

1. Managing objectives
2. Define your audiences' objective/special focus. Is it:
  - Specific
  - Measurable
  - Achievable (resource, time, budget)
  - Valuable
3. Aligning objectives
4. Grouping objectives



5. Achieve everything you want

### 4.3 Check your Progress

Fill in the blanks:

1. A ..... is the gap between the knowledge, skills and attitudes required and the knowledge, skills and attitudes already possessed by the trainee and exists at all levels of the organisation.
2. The organisational effectiveness depends on the performance and .....of their employees.
3. Competence Analysis combines both the ..... and study of specifications.
4. In most of the Small organisation the ..... decide who is to be trained.
5. In training needs assessment, defining training needs is appropriately approached from a ..... perspective.
6. The management development programmes OD and MBO are the common ..... needs.
- 7 .....analysis is a detailed examination of a job, its components, its various operations and conditions under which it has to be performed.

### 4.4 Keywords

**Training Need** - It is the gap between the knowledge, skills and attitudes required and the knowledge, skills and attitudes already possessed by the trainee. A training need exists when there is a gap between the present skills and knowledge of its employees, and the skills and knowledge they require or will require for an effective performance.

**Task Analysis** - This is a detailed examination of a job, its components, its various operations and conditions under which it has to be performed.

**Organisational Analysis** - It involves a study of the entire organisation in terms of its objectives, its resources, the utilisation of these resources, in order to achieve stated objectives.

**Manpower Analysis** - The study in which the focus is on the individual in a given job.

**Environmental Scanning** - The examination of economic, political, socio-cultural and



technological environment of the organisation.

## 4.5 Summary

Any activity undertaken in an organization must be planned carefully, otherwise it will lead to the wastage of resources and efforts and not achieve the desired objectives. While identifying training needs, it is important to take into consideration the environmental contexts. Specifically, this would include the national and organizational contexts within which organizations are working. Training is highly influenced by the current developments such as the effects of legislation and national economic policies on the organization's markets and policies, the pace of technological development, competition, integration of economies, flexibility, increasing stress and rapidly changing patterns of government. The scope of training needs would include the three categories - at the level of all individuals, specific groups in an organization and particular individuals in an organization. The identification of training needs is very important because of three contextual changes - job changes, person changes and performance deficiencies. The training-needs matrix is a useful tool for assessing the training needs and provides a summary of why training needs occur and for whom. Some of the ways by which training needs are identified are need identification by top management, an individual's self-assessment, systematic investigation, structured assessment and peer review. Some of the most important features that personnel and training specialists should consider in meeting these aims are: Target audience and training needs, Objectives and Justification of training, type of training needs and kind of learning required. Training is an important activity in the present times. However, it should not be undertaken for the sake of doing it. There is a need for proper need assessment. Researchers have proposed several steps for identifying the training needs and their use should be made by the trainer judiciously.

## 4.6 Self-Assessment Test

1. How do you determine the Training Needs of an industrial organisation?
2. How do you classify Training Needs? Explain with examples.
3. How do you design the Training Needs Analysis process?



4. There are various basic need assessment methods. Describe at least three methods, pointing out its advantages and disadvantages.
5. Name the various sources of data which can be used for training needs analysis.
6. What are various environmental contexts that should be taken into consideration while identifying the training needs in an organization?

#### **4.7 Answers to check your Progress**

1. Training need
2. Excellence
3. Survey
4. Management
5. Performance analysis
6. Organisational
7. Operational

#### **4.8 References/Suggested Readings**

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**Subject: Training and Development****Course Code: BCOM-606****Lesson No: 5****Updated By: Dr. Poonam****TRAINING METHODS, ROLE OF TECHNOLOGY IN  
TRAINING****STRUCTURE**

5.1 Learning Objectives

5.2 Introduction

5.2.1 Types of Training

5.2.2 Methods of Training

5.2.3 Role of Technology In Training

5.3 Check your Progress

5.4 Keywords

5.5 Summary

5.6 Self-Assessment Test

5.7 Answers to check your Progress

5.8 References/Suggested Readings

**5.1 Learning Objectives**

After reading this lesson, you shall be able to:

- Understand types of training



- Know about various methods of training
- Choose the right kind of training method

## 5.2 Introduction

Teaching has always been more of an art than science. Despite the availability of numerous training aids and lots of scientific studies on learning, it remains the prerogative of the tutor on using the best method to facilitate learning. In organizational settings, training has to cater to the diverse needs of the heterogeneous groups. It has diverse objectives and the trainees have varying skill levels. So, one type of training cannot serve the needs at all times. Over time, trainers have identified various types of training and also devised various methods to impart the same. This lesson discusses some of the types of trainings and also methods of imparting the same.

### 5.2.1 Types of Training

Training can be classified into many types, depending upon several bases. On the basis of purpose, several types of training programmes, which are not mutually exclusive, are offered to the employees. They invariably overlap and employ many common techniques. Some of the important types of training programmes are as follows:

1. Orientation or Induction training.
2. Job training.
3. Apprenticeship training
4. Internship training
5. Refresher training
6. Training for promotion.

#### 1. Orientation or Induction

Training Induction relates to introducing or orienting a new employee to the organization. When a new employee joins any organization, he needs to be acquainted with its procedures, rules and regulations. He must be helped to familiarize himself with the work environment and



with his fellow employees. It is better to give him a friendly welcome when he joins the organization, get him introduced to the organization and help him to get a general idea about the rules and regulations, working conditions, etc. of the organization.

Employee orientation or induction training basically deals with the introduction of the organization to the newly employed person. The purpose is to give a 'bird's eye view' of the organization where he has to work. It is a very short and informative type of training given immediately after recruitment. It creates a feeling of involvement in the minds of newly appointed employees.

## **2. Job Training**

When an employee joins an organization, he undergoes job training, which relates to the specific job, which the worker has to perform. It gives information about machines, process of production, instructions to be followed, methods to be used and so on. It develops skills and confidence among the workers and enables them to perform the job efficiently.

Job training is the most common form of the formal in-plant training programmes. It is necessary for the new employees to acquaint them with the jobs they are expected to perform. It helps in creating interest of the employees in their jobs.

## **3. Apprenticeship Training**

Apprenticeship training programmes are more inclined towards education than merely on the vocational training. Under this, both knowledge and skills in doing a job or a series of related jobs are involved. The governments of various countries, including India, have passed laws which make it obligatory for certain classes of employers to provide apprenticeship training to the young people. The usual apprenticeship programmes combine on the job training and experience with classroom instructions in particular subjects. The trainees receive wages while learning and they acquire valuable skills, which command a high wage in the labour market. In India, there are several 'earn while you learn' schemes both in the private as well as public sector undertakings. Such schemes are also advantageous to the trainees. Some employers look upon apprentices as a source of cheap labor. Apprenticeship training is desirable in industries, which require a constant flow of new employees expected to become all round craftsmen. It is



very much prevalent in printing trades, building and construction, and crafts like mechanics electricians, welders, etc.

#### **4. Internship Training**

Under this method of training, the educational or vocational institute enters into an arrangement with an industrial enterprise, or any organization which can utilize their knowledge, for providing practical knowledge to its students. Internship training is usually meant for such vocations where advanced theoretical knowledge has to be backed up by practical experience on the job. For instance, engineering students are sent to big industrial enterprises for getting practical work experience and medical students are sent to big hospitals to get practical knowledge. The period of such training varies from six months to two years. The trainees do not belong to the business enterprises, but they come from the vocational or professional institutions. It is quite usual that the enterprises giving them training absorb them by offering suitable jobs after completion of their trainings.

#### **5. Refresher Training**

As the name implies, the refresher training is meant for the old employees of the enterprise. It is also called retraining. The basic purpose of refresher training is to acquaint the existing workforce with the latest methods of performing their jobs and to improve their efficiency further. While explaining this, Dale Yoder has rightly remarked, “Retraining programmes are designed to avoid personnel obsolescence”. The skills with the existing employees become obsolete because of technological changes and because of the tendency of human beings to forget. Thus, refresher training is essential because of the following factors:

- (a) The workers require training to bring them up-to-date with the knowledge and skills and to relearn what they have forgotten.
- (b) Rapid technological changes make even the qualified workers obsolete in course of time because new technology is associated with new work-methods and job requirements. The workers need to learn new work methods to use new techniques in doing their jobs.
- (c) Refresher training becomes necessary because many new jobs that are created due to changes in the demand for goods and services are to be handled by the existing employees.



## 6. Training for Promotion

The talented employees may be given adequate training to make them eligible for promotion to higher jobs in the organization. Promotion of an employee means a significant change in his responsibilities and duties. Therefore, it is essential that he be provided sufficient training to learn new skills to perform his new duties efficiently. The purpose of training for promotion is to develop the existing employees to make them fit for undertaking higher job responsibilities. This serves as a motivating force to the employees.

### 5.2.2 Methods of Training

There is a wide range of training methods and techniques have been developed over the years by various organizations and training experts as shown in Exhibit 7.1. Different training methods are suitable for different categories of people in the organization. There can be several categories of personnel in an organization, e.g. managerial and nonmanagerial, technical, administrative, skilled, unskilled, senior, junior etc. Each organization has to choose the methods and techniques of training which are relevant for its training needs.

Various methods of training may be classified into the following categories:

I. Vestibule training.

II. On-the-job training.

III. Off-the-job training.

I. On-the-job Training (at the place of work)

(i) Coaching

(ii) Understudy

(iii) Position Rotation

II. Vestibule Training (adapted to the environment at the place of work)

III. Off-the-job Training (away from the place of work)

(i) Special Lecture-cum-Discussion



- (ii) Conference
- (iii) Case Study
- (iv) Sensitivity training
- (v) Special projects
- (vi) Committee assignments.

### **On-The-Job Training**

On-the-job training is considered to be the most effective method of training the operative personnel. Under this method, the worker is given training at the work place by his immediate supervisor. In other words, the worker learns in the actual work environment. It is based on the principle of 'learning by doing'.

On-the-job training is suitable for imparting skills that can be learnt in a relatively short period of time. It has the chief advantage of strongly motivating the trainee to learn. It is not located in an artificial situation. It permits the trainee to learn on the equipment and in the work-environment. On-the-job training methods are relatively cheaper and less time consuming. Another important factor about on-the-job training is that supervisors play an important part in training the subordinates. There are four methods of on-the-job training explained below:

#### **(i) Coaching**

Under this method, the supervisor imparts job knowledge and skills to his subordinate. The emphasis in coaching or instructing the subordinate is on learning by doing. This method is very effective if the superior has sufficient time to provide coaching to his subordinates.

#### **(ii) Understudy**

The superior gives training to a subordinate as his understudy or assistant. The subordinate learns through experience and observation. It prepares the subordinate to assume the responsibilities of the superior's job in case the superior leaves the organization. The subordinate chosen for under-study is designated as the heir-apparent and his future depends upon what happens to his boss. The purpose of under study is to prepare someone to fill the



vacancy caused by death, retirement, promotion, or transfer of the superior.

### **(iii) Position Rotation**

The purpose of Position rotation is to broaden the background of the trainee in various positions. The trainee is periodically rotated from job to job instead of sticking to one job so that he acquires a general background of different jobs. However, rotation of an employee from one job to another should not be done frequently. He should be allowed to stay on a job for a sufficient period so that he may acquire the full knowledge of the job.

Job rotation is used by many organizations to develop all round-workers. The employees learn new skills and gain experience in handling different kinds of jobs. They also come to know the interrelationship between different jobs. Job rotation is also used to place workers on the right jobs and prepare them to handle other jobs in case of need.

### **Importance of On-the-job training**

On-the-job training techniques are most appropriate for teaching knowledge and skills that can be learnt in a relatively short time and where only one or a few employees are to be trained at the same time for the same job. But the success of the training depends almost entirely on the trainer. If he understands training principles and methods and if he takes an interest in proper training of new employees, chances are that it will be done properly.

On-the-job training has the chief advantage of strongly motivating the trainee to learn. It is not located in an artificial situation, either physically or psychologically. It permits the trainee to learn at the actual equipment and in the environment of the job. On-the-job training methods are relatively cheaper and less time consuming. If only a few persons are to be trained at one time, it is cheaper for the employer to resort to on-the-job training. It will take less time to learn on the job itself and, moreover, production does not suffer. Another important factor about on-the-job training is that line supervisors take an important part in training their subordinates.

On-the-job training is the most effective method of training the employees because it is in complete accord with the three basic laws of learning:

- (i) The law of readiness;



(ii) The law of exercise; and

(iii) The law of effect

When a person is confronted with a job which he is potentially able to do and is interested in learning how to do a job in order to hold it; the law of readiness is definitely satisfied. Such a situation presents a good incentive for learning. The second law of learning is that of exercise and it is satisfied when a person is trained on the job. He has the chance to immediately apply what he has been trained to understand and to do. The law of effect is likewise satisfied through on-the-job training. If the training is good and new employee is intelligently dealt with by his supervisor, he will get satisfaction out of his work and feel secured in the job. He will be better satisfied than he would have been if he had been left to learn by trial and error method.

### **Vestibule Training**

Vestibule means a cabin and the term ‘vestibule training’ is used to designate training in a cabin (or a classroom) for semi-skilled jobs. It is more suitable where a large number of employees have to be trained at the same time for the same kind of work. Where this method is used, there should be well-qualified instructors in charge of training programme. Here the emphasis tends to be on learning rather than production. It is frequently used to train clerks, machine operators, typists, etc. Vestibule training is adapted to the same general type of training problem that is faced by on-the-job training. A vestibule school is run as a special endeavour of the personnel department. An attempt is made to duplicate, as nearly as possible, the actual material, equipment and conditions found in the real work place. The vestibule school may be started when the training work exceeds the capacity of the line supervisors. Thus, in vestibule training, the workers are trained on specific jobs in a school run by the organization. An attempt is made to create working conditions, which are similar to the actual workshop conditions. The learning conditions are also carefully controlled. Vestibule training is particularly suitable where it is not advisable to put the burden of training on line supervisors and where a special coaching is required. The staff of the vestibule school consists of expert and specialist instructors. The trainees avoid confusion and pressure of the work situation and are thus able to concentrate on training. Their activities do not interfere with the regular processes of production. Moreover, trainees get an opportunity to become accustomed to work routine and recover from





their initial nervousness before going on to actual jobs.

Vestibule training has certain demerits also. The artificial training atmosphere may create the adjustment problem for the trainees when they return to the place of job. Vestibule training is relatively expensive because there is duplication of materials, equipment and conditions found in a real work-place.

### **Off-The-Job Training**

The biggest merit of on-the-job training methods is that they do not require the worker to be absent from his work place. There is no disruption in the normal activities. However, when the training is specialized, or needs the use of sophisticated equipment, or needs a specialist trainer, it might not be feasible to provide the training while on job. For such situations, off-the-job training methods are used by the organizations. Off-the-job training methods require the worker to undergo training for a specific period away from the work-place. These methods are concerned with both knowledge and skills in doing certain jobs. The workers are free of tension of work while they are learning.

There are several off-the-job methods of training and development as described below:

(i) **Special Lecture cum Discussion.** Training through special lectures is also known as ‘class-room training’. It is more associated with imparting knowledge than with skills. Some executives of the organization or specialists from vocational and professional institutes may deliver the special lectures. Many firms also follow the practice of inviting experts for special lectures for the staff on matters like health, safety, productivity, quality, etc. There are certain aspects of nearly all jobs that can be learnt better in the classroom than on the job. Orientation about organization and safety training can be accomplished more effectively in the classroom. The standard instructional method suitable for operative employees is a ‘formal lecture’ by an instructor to the trainees. The lecturer possesses a considerable depth of knowledge of the subject at hand. He seeks to communicate his thoughts in such a manner as to interest the class and cause the trainees to retain what he has said. The trainees generally take notes as an aid to learning. The lecture method can be used for providing instructions to large groups. Thus, the cost per trainee is low. However, it has certain limitations also. The learners may be passive. It



violates the principle of learning by doing and constitutes, one-way communication. But if the learners are permitted to ask questions, they will provide feedback to the instructor. Lectures can easily be combined with other techniques. Thus, a teacher may conduct a class by the combined lecture-cum-discussion method. He may lecture only to add new information that the group does not possess. Formal reading assignment may be given, demonstration may be presented and video films may be shown along with the lecture.

### **(ii) Conference / Seminar Training**

The literal meaning of conference is 'consultation'. But in practice, conference implies sharing some information with an audience of a large number of people. It is conducted in a big hall where the participants are allowed to exchange their views and raise queries. The proceedings of the conference are conducted by the chairman who is also responsible for summing up the proceedings of the conference. These days video conferencing is also gaining popularity under which people can participate in the conference through link via satellite.

A conference is a group meeting conducted according to an organized plan in which the members seek to develop knowledge and understanding by oral participation. It is an effective training device for persons in the positions of both conference member and conference leader. As a member, a person can learn from others by comparing his opinion with those of others. He learns to respect the viewpoints of others and also realizes that there is more than one workable approach to any problem. Seminars are also used for bringing various people to a platform where they discuss various issues relating to work. This helps them in understanding others' viewpoints, making themselves understand and seeking solutions to the problems, which they might not be able to solve themselves. Seminars offer brainstorming platforms where more than one brain works on solving work-related problems. Seminars can include lecturing by external experts as well. Seminars can be within the organization or the trainees can be nominated to participate in those being organized by other institutions.

### **(iii) Case Study:**

The case method is a means of simulating experience in the classroom. Under this method, the trainees are given a problem or case which is more or less related to the concepts and principles



already taught. They analyse the problem and suggest solutions which are discussed in the class. The instructor helps them reach a common solution to the problem. This method gives the trainee an opportunity to apply his knowledge to the solution of realistic problems. Cases may be used in either of the two ways. Firstly, they can be used subsequent to the expansion of formal theory under which the trainees apply their knowledge of theory to specific situations. Secondly, the trainees may be assigned the cases for written analysis and oral discussion in the class without any prior explanation of pertinent concepts and theory. The case study places heavy demands upon the trainees and requires that they should have a good deal of maturity in the subject-matter concerned. The comprehension of cases can also vary. The trainer has to put forward the underlying idea of the case so that it is understood in a proper perspective.

#### **(iv) Role Playing**

In this technique, the trainees are made to experience what others feel of a particular situation. They understand the viewpoint of others and come to know of constraints within which others are working. Such an interaction and understanding helps in reducing the dysfunctional conflicts within the organizations. Many times, various departments of the organizations disagree because they do not understand each other's' viewpoint. Role playing is an effective training technique to bridge the differences between them. Besides, this, it is an effective method to prepare the trainees to face the situations that they are likely to face while discharging their duties. For example, the sales staff is often asked to play the role of the customers to understand how they might behave in a given situation. They become trained enough to face the likely situations. Role-playing is a very flexible training method. It may be elaborately pre-planned, with each task specified. Usually, a discussion is done at the end to sum up the situation after role-playing. This planning helps in time management otherwise the exercise can go uncontrolled.

#### **(v) Behavioural Simulation Games**

These focus primarily on the process of inter-personal relations, on how decisions are made, and with what consequences, rather than on the substance of the decisions. Sometimes, a structured exercise is used to connote all types of simulations, but there exists a distinction between a game and an exercise. Games have set rules and have predictable results. Often, their design is hidden in order to highlight a behavioural process and to dramatize its effects. The



repetition of the game becomes meaningless once the trainees learn the secret of the game. On the other hand, exercises simulate a process that can be repeated until learning is assured. They provide scope for improvisation, adaptation, and redesigning according to the personal and situational needs. Over time, trainers have developed several steps for designing instructional simulation. Some of the steps for the same are:

1. Defining the instructional problems
2. Describing operational educational system.
3. Relating the operational system to the problem.
4. Specifying objectives in behavioural terms.
5. Generating criterion measures.
6. Determining appropriateness of simulation.
7. Determining the type of simulation required.
8. Developing specifications of simulation experience.
9. Developing simulation type prototype.
10. Trying out simulation type prototype.
11. Modifying simulation type prototype.
12. Conducting field trial.
13. Making further modifications to the system on the basis of the field trial.

#### **(vi) In-basket Exercises**

These are more elaborate simulation exercises in which a complex organization is created in the form of an office environment. The trainees work in an office setting with their in-basket full of interdepartmental memos, letters, reports, forecasts and other data on their desks, as one receives in an office. The normal phone calls, emails and face to face meetings also keep on happening to give a real office-like environment. Such a simulation of the office in-basket familiarizes the trainees with the role that they are expected to play. They also get acquainted with the nature of



communication that they have to perform in the work-settings. Critical incidents are also included in the in-basket to familiarize to the trainees.

While this is one of the most real-life experiences, the trainees might get carried away with the enactment of the scene and might not achieve the desired goal, i.e. learning.

#### **(vii) Laboratory training**

Laboratory training provides the participants with an extensive experience of how various groups and individuals interact in group situations. Laboratory is a controlled environment for training where the external factors are not allowed to interfere with the training process. The biggest advantage of laboratory training is its effectiveness and the limitation is that controlled conditions neither might nor provide a real-life enactment of the situations.

#### **Choosing the Right Training Method**

The availability of a wide range of training methods and techniques poses a problem of choosing the one that solves the organizations' problems. Various training methods are compared on three grounds, as specified below:

1. Comparing on the basis of training objectives. The most commonly specified training objectives, used as a basis for evaluating a training programme are:

- Realistic and manageable part of the job.
- Help with internalizing learning.
- Protection for participants and organization against mistakes.
- Learning to learn
- Exposure to new ideas and methods.
- Experiments with behaviour.
- Membership of new reference groups.
- Setback to think about job as a whole.
- Intensive learning.



## 2. Comparing on the basis of learning process and its stages.

The training method is evaluated on the basis of the following characteristics of learning process:

- Training programme being realistic.
- Interaction and involvement of training programme.
- Experiences arising out of a training programme.
- Training programme practices.
- Feedback of training programme.
- Repeat practices and feedbacks.
- Conceptual understanding of task and change process.
- Creative experimentation in a training programme.

## 3. Comparing training methods on the basis of the available time, skills, facilities and resources.

Every training programme consumes several resources and the capacity of the organization to sacrifice the same can also be one of the bases of choosing a training programme method.

### 5.2.3 ROLE OF TECHNOLOGY IN TRAINING

The use of technology in corporate education and training deserves interest because it may eliminate lost production time due to training during working hours. In foreign countries this technology currently operates through telephone modem, and several software marketing firms are making their training libraries available for home telephone hook-up. The day is not far off for such a facility in India.

#### Technology and Multimedia

Multimedia materials and learning environments can modestly be considered the combination of print and images, but generally involve streaming video, music, instant messaging, or interactive online features. These applications are becoming further mainstream as computers



and Internet connections are upgraded in schools, libraries and organizations.

### **Videos**

The videos tape cassettes and movie rolls of the past are being replaced by advanced solutions like Compact Discs (CDs) and Digital Video Discs (DVDs) in these days of technological advancement. Figure below shows picture from a video clip. It is a visual media to be used indoors. A video has dynamic or moving content which has the advantage of incorporating motion picture as well as sound. Videos are lively and interesting to watch. They can be used for teaching knowledge, developing skills or changing attitudes. Disabled trainees who cannot hear can benefit partially from watching video and those who cannot see can benefit from listening. The video has certain special advantages. To learn Michael Jackson's dance item you don't have to call Jackson from the US. A video of his dance show will amply do. Given below are the basic guidelines for effective use of videos in training. The hardware required are, a screen and projector for movie roles, video cassette player and a television for showing cassettes and computer with suitable software, LCD projector and screen for CD/DVD show.

1. Use videos for teaching a skill or conveying a message related to the topic of training and not for entertainment to waste trainees' time.
2. Introduce the purpose and content at the beginning and debrief at the end of the show on what was said or done in the video and the resultant learning.
3. Seek trainee views after the presentation.
4. No more than 20 minutes at a stretch. Give an activity or have a discussion thereafter.
5. Have them prepared by professionals who are trained to do the job.

### **Audios**

Audios involving sound, speech, song, dialogue or an emotional content can be used in training. Audio cassettes are quite cheap to buy and record. An empty cassette lasting for 60 minutes can be purchased for ` 50/- and tape recorders are available almost in all households. Recording an audio cassette does not require professional expertise and anyone who has seen an audio cassette knows how to record it. But now advanced technology provides more options in using



audio media. Audios can be used for understanding tests and experiments on sounds and listening abilities. But they cannot be as lively as videos. Audios should be used with the help of a facilitator and there should be briefing at the beginning and debriefing at the end to benefit from audios.

### **Telecommunications**

The advancement of communication technology has brought in lot of advantages. Example: Trainees placed in different geographical locations across the world can be connected to interact simultaneously by conference call of the telephone. We can go a little further; an Indian company that desires its HR managers to be taught by world class professors on important topics like strategic HRM need not take the trouble of inviting busy resource persons like Dr. Dave Ulrich from USA. He can teach the Bangalore-based trainees from his Michigan office through video conferencing facility. Look at the contemporary work-styles. Members of a team are distributed across seven continents, managers of a department are posted in several countries and directors of the company are living in different parts of the world. Most often, it is practically not viable to call them physically for a meeting or workshop for various reasons like constraints of time, money and business. Communication technology helps delivering the same programme across the world instantly. But in spite of the advantages, telecommunication media cannot replace the face to face interaction of trainer and the trainees which occurs at a single location. The cost of video conferencing is really prohibitive at the moment. It is a delicate technology and a small hiccup can cause serious trouble for the programme.

### **Computer Based Training**

Great care must be taken when deciding how to use the computer for industrial training. The computer is not a panacea; it is an educational tool. But with the current proliferation of small computers, and advances in computerised instruction systems, industries must consider computers as at least a partial solution to their training needs.

Computer based Training traditionally is divided into Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI). This may appear to be an arbitrary division, but the distinction is actually quite clear.





CAI is simply individualised training delivered by some sort of computer terminal. The training delivered can be anything from highly complex situations to simple text. One drawback is that the instructor's course-management functions of record keeping and prescription of learning activities are more difficult because the learners are at different points in the training. CMI was developed to overcome the problem.

CMI supplies the system to administer the testing, record keeping and prescription generation. The computer gives the tests, grades them, records the results and prescribes learning activities for learners who do not perform to the required standard. The computer can also store learners' performance and to the required standard. The computer can also store learners' responses for the programme development team to use for test-item evaluation and other data analyses.

Most computer based training applications involve some overlap and combination of both CAI and CMI concepts. Therefore, the general term "Computer Based Training" (CBT) is used.

### **The Advantages of CBT**

1. It is self-paced: Learners progress through the material at their own learning speed. There is no need to gear the training to the slowest learner, as is often the case with classroom instruction. Self-pacing provides an additional benefit in the industrial environment because it is adapted more easily to work schedules, thus permitting training to be conducted at times that are most cost-effective for the company.
2. It allows for variable entry levels: With proper pretesting, the learners start at the point in the training programme that matches their particular level of skill or knowledge. Pretesting also ensures that no learner enters the programme without prerequisite skills and knowledge and allows advanced learners to skip past material in which they are already competent.
3. It provides for variable training goals: Learners with different training needs can be directed to the specific materials meeting those needs. Different jobs within the same department often require different levels of skills or knowledge. CBT can be tailored to meet these varying needs.
4. It is interactive: The learner is an active participant in the training, rather than a passive spectator. Well-designed CBT demands that the learners continuously interact with the computer.



5. Proficiency is ensured: Learners are allowed to continue the training until the objectives are mastered. This helps to ensure that the desired proficiency level will be reached when the training is complete.

6. Simulations are possible: The graphics and animation capabilities of the computer make it possible to simulate a wide range of industrial situations. Equipment control panels can be displayed and manipulated on the screen. Complex processes can be simulated and operations performed in specified sequence. The limitations of this application are set only by the imagination of the programme development team. To duplicate the simulation capabilities of the computer with mock-ups require an extensive investment and inventory of mock-up equipment. To accomplish the same amount of training with on-job (OJT) would tie up production of CBT for industrial training.

7. Drill and practice are possible: The computer has infinite patience and is the ideal medium for presenting drill and practice such as committing procedures to memory. 8. Higher levels of learning can be addressed: Complex problems that require the learner to function on the evaluation and synthesis levels can be presented. The computer can provide immediate feedback for incorrect solutions, and the learner can keep trying until the correct solution is attained. This practice on the computer can save valuable machine and production time that would be spent if the skills were learned at the work site.

Geographically, scattered learner populations can be trained without gathering them at one point or sending an instructor on a “run” to conduct training at each site.

### **Disadvantages of CBT**

CBT is not without disadvantages:

1. Because of its individuals nature, CBT is not combined easily with group activities. This can be a severe limitation when trying to integrate CBT with classroom or OJT sessions.
2. To train large numbers of learners in a limited time presents logistics problems. Many terminals would be needed, and adequate training sites located. If the particular CBT system uses remote terminals connected to a central mainframe via telephone, then the phones must be installed.



3. Because of large initial investments in equipment or on going learning charges, CBT can be an expensive training method.
4. Students who lack motivation do not do well in self-paced programmes. Some will take considerably more time than necessary. When training is conducted on-shift, this can be costly.
5. Some learners simply are not able to adapt to the use of computers.

CBT normally takes more time to develop than other training methods. This is because the programming and debugging process is time consuming. More care is frequently taken in the design of CBT because learners easily can become lost and frustrated if the instructions on the screen are unclear.

### **Intelligent Tutoring Systems (ITS)**

Intelligent tutoring systems are instructional systems that use artificial intelligence. There are three types of ITS environments which are:

1. Tutoring
2. Coaching
3. Empowering

Intelligent tutoring systems are different from other new training technologies in several ways. Some of the significant features which make intelligent tutoring system differ from others are: Intelligent tutoring systems have the ability to match instruction to individual student needs. Intelligent tutoring systems can communicate and respond to the student.

- Intelligent tutoring systems can model the trainee's learning process.
- Intelligent tutoring systems can decide, on the basis of a trainee's previous performance, what information to provide.
- Intelligent tutoring systems can make decisions about the trainee's level of understanding.
- Intelligent tutoring systems can complete a self-assessment resulting in a modification of its teaching process.



## Technologies for Training Support

The various technologies for Training Support are:

1. Expert systems: Technology that organizes as well as applies the knowledge of human experts to specific problems. It has three elements:

- A knowledge base.
- A decision-making capability.
- A user interface.

2. Groupware: It enables multiple users to track, share, and organize information and to work on the same document simultaneously.

Companies use groupware to improve business processes, to improve meeting effectiveness, as well as to identify and share knowledge in the organization.

## Learning Management Systems (LMS)

Learning management systems are the Systems for Training Delivery, Support, and Administration. Learning Management System (LMS) is a technology platform that can be applied to automate the administration, development, and delivery of all of a company's training programs.

The Advantages of LMSs:

- Learning management system lessens travel and training related costs.
- Learning management system lessens time for program completion.
- Learning management system raises employees' accessibility to training across the business. Learning management system offers administrative capabilities to track program completion and course enrollments.
- Learning management system allows companies to track the entire learning activity in the business.

The major reasons that companies adopt an LMS are:



- To centralize management of learning activities.
- Track regulatory compliance.
- Measure training usage and employee performance.

#### Developing on LMS

The following are the aspects to be consider regarding development on Learning Management System:

- Senior management needs to be convinced that a Learning Management System will advantage employees, improve business functions, and contribute to overall business strategies and goals.
- The company must have an e-learning culture.

### 5.3 Check your Progress

Fill in the blanks

1. .... is a technology platform that is applied to automate the administration, development, and delivery of all of a company's training programs.
- 2.integrate links to learning references that supplement online learning.
- 3.create new course and promote consistency in courses.
4. Intelligent tutoring systems are instructional systems that use .....
5. Under ..... method, the worker is given training at the work place by his immediate supervisor
- 6 .....technology helps delivering the same programme across the world instantly.
7. Computer Based Training traditionally is divided into Computer Assisted Instruction (CAI) and .....

### 5.4 Keywords

Orientation or Induction Training - Induction relates to introducing or orienting a new



employee to the organization. When a new employee joins any organization, he needs to be acquainted with its procedures, rules and regulations.

**Apprenticeship Training** - Apprenticeship training programmes are more inclined towards education than merely on the vocational training. Under this, both knowledge and skills in doing a job or a series of related jobs are involved.

**On-The-Job Training** - Under this method, the worker is given training at the work place by his immediate supervisor. The worker learns in the actual work environment. It is based on the principle of 'learning by doing'.

**Vestibule Training** - Vestibule means a cabin and the term 'vestibule training' is used to designate training in a cabin (or a classroom) for semi-skilled jobs. It is more suitable where a large number of employees have to be trained at the same time for the same kind of work.

## 5.5 Summary

There are various training types of trainings that can be imparted to the trainees. Also, there are various methods to do the same. Some of the important types of training programmes are - Orientation or Induction training, Job training, Apprenticeship training, Internship training, Refresher training and Training for promotion. Induction relates to introducing or orienting a new employee to the organization. When an employee joins an organization, he undergoes job training, which relates to the specific job, which the worker has to perform. Apprenticeship training programmes are more inclined towards education than merely on the vocational training. Under this, both knowledge and skills in doing a job or a series of related jobs are involved. Internship Training involves the educational or vocational institute, which enters into an arrangement with an industrial enterprise, or any organization for providing practical knowledge to its students. The refresher training is meant for the old employees of the enterprise. The talented employees may be given adequate training to make them eligible for promotion to higher jobs in the organization. Various methods of training may be classified as Vestibule training, On-the-job training and Off-the-job training. Under On-The-Job Training method, the worker is given training at the work place by his immediate supervisor. Vestibule means a cabin and the term 'vestibule training' are used to designate training in a cabin (or a



classroom) for semi-skilled jobs. It is more suitable where a large number of employees have to be trained at the same time for the same kind of work. Off-the-job training methods require the worker to undergo training for a specific period away from the work-place. These methods are concerned with both knowledge and skills in doing certain jobs. Each of these techniques and methods has its merits and limitations. The choice of a training method eventually depends on several factors such as the achievement of objectives, learning processes and the availability of the resources. Multimedia materials and learning environments can modestly be considered the combination of print and images, but generally involve streaming video, music, instant messaging, or interactive online features. Intelligent tutoring systems are instructional systems that use artificial intelligence. Learning management systems are the Systems for Training Delivery, Support, and Administration.

### **5.6 Self-Assessment Test**

1. Discuss various types of training methods.
2. How do on-the-job training methods score over off-the-job or field training methods?
3. Briefly discuss various field training methods used by the trainers.
4. How do the managers make a choice out of various training methods available to them?
5. What is CBT? How is it useful in a learning process? What are its advantages and disadvantages?
6. How Computer based training makes the training activity more interesting?
7. What are the instruments of mobile technology that make the training activity more effective?

### **5.7 Answers to check your Progress**

1. Learning management system
2. Knowledge bases
3. Authoring tools
4. Artificial intelligence



5. On the training method
6. Telecommunications
7. Computer Managed Instruction (CMI)

### **5.8References/Suggested Readings**

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| <b>Subject: Training and Development</b>  |                               |
| <b>Course Code: BCOM-606</b>              | <b>Updated By: Dr. Poonam</b> |
| <b>Lesson No: 6</b>                       |                               |
| <b>TRAINING AIDS AND TRAINING CLIMATE</b> |                               |

## Structure

6.1 Learning Objectives

6.2 Introduction

6.2.1 Training Aids

6.2.2 Purpose of Training Aids

6.2.3 Common Training Aids

6.2.4 Training Climate

6.3 Check your Progress

6.4 Keywords

6.5 Summary

6.6 Self-Assessment Test

6.7 Answers to check your Progress

6.8 References/Suggested Readings

## 6.1 Learning Objectives

This lesson shall make you to understand

- The purpose and applications of various training aids used by the trainers.



- Meaning of training climate

## 6.2 Introduction

Every individual has the tendency to forget and to help them to remember more concepts permanently, training aids are very essential. Training aids help the trainee to get more time to and make learning permanent. Motivation can help the students to learn better. When you motivate the students properly through different training aids they put more efforts into learning. Training aids provide correct model for theoretical philosophy. They also provide a clear image of the subjects easily. Training aids create an interesting environment of interest for the students. Live and active training aids make the atmosphere alive. Training aids help to increase the vocabulary of the students effectively. They also provide a direct experience to the students through practical training activities. Training aids help the trainee to get more time to and make learning permanent.

### 6.2.1 Training Aids

Training aids are basically aids that can assist the trainer to make training better. Training aids means a device (as a motion-picture film or a set of slides, charts, recordings, or models) to increase the effectiveness of training. Training and simulation technologies provide the ability to reduce cost, increase training efficacy, and can provide opportunities for training situations which are otherwise difficult to access. Training aids are small pieces of equipment that give your workout a great amount of variety.

### 6.2.2 Purpose of Training Aids

The very objective of training is to help people learn, i.e. assimilate new knowledge or modifying existing knowledge. If the process of dissemination of knowledge is supported with the help of training aids, then the training can become very effective. Well-chosen training aids, or instructional materials, can enhance the effectiveness of the training/learning process.

The use of training aids in learning can achieve the following:

1. Add variety to the learning process and help to maintain involvement and motivation.
2. Benefit those learners whose learning style responds better to one type of approach than



another.

3. Provide certain stimuli not available without their use.
4. Encourage interaction between the tutor and the taught.
5. Act as a valuable 'lesson plan' to the trainer, facilitating planning and preparation before the training session.

These advantages can only be realized in practice if the aids are chosen and used paying due regard to:

- (i) The objectives of training.
- (ii) The characteristics of the learners.
- (iii) The characteristics of the various aids available.
- (iv) How the aids will be integrated with other facets of training.

#### Planning the training aids

Careful planning is very important to achieve the objectives of any learning activity. In order to help ensure optimum use of training aids, it is often useful for the users to ask some basic questions of themselves:

- (i) What am I trying to achieve?
- (ii) Why am I trying to achieve this?
- (iii) Who will use the aids?
- (iv) What are the characteristics of the users?
- (v) What is the essential content of the aids?
- (vi) How will concepts be developed?
- (vii) How will the aids be used? After having considered these, the use of training aids is decided. Some of the common training aids in use are discussed in the following text.

### 6.2.3 Common Training Aids



There are many training aids available to help the trainer to deliver successful training. They can be classified into a number of broad categories:

- (i) Printed materials - all texts, handouts and the like.
- (ii) Non-projected materials - a variety of visual display materials, for example models, photographic printers, posters, flipcharts and marker-boards.
- (iii) Still projected material - overhead projector transparencies (view-foils), slides and microfilm.
- (iv) Video materials - video tape, video disc, broadcast television and film.
- (v) Audio materials - audiotape, record, compact disc and broadcast radio.
- (vi) Computer-based materials - these may involve the application of a computer alone or a computer used in conjunction with other materials (for example compact disc, video disc, audiotape) thus enabling multi-media training aids to be constructed.

The above classification of training aids does not draw very strict boundaries between various types of training aids. There is an overlap between the above categories. Some of the most commonly used training aids are explained below.

### **Overhead Projection**

The overhead Projector (OHP) is one of the most versatile training aids available for mass instruction and can also be useful for use in groups. The OHP is well proven, simple, versatile and relatively cheap. It allows the trainer to project any prepared or impromptu image onto a screen. The image is usually drawn on acetate 'viewfoil' placed on the plate of the OHP. Even a model or real object can also be placed instead of a transparent sheet. Images can be pre-prepared or drawn in 'real time'.

Typical uses for the overhead projector to show the structure and objectives of the whole training session so that the learners know where they are going. It also helps to list major points and to draw attention to key words, phrases, etc., to provide a focus for what is being discussed. It helps to collect and display points and opinions from the learners. The trainer can write on acetate (transparency sheet) and can record feedback on slips of acetate, which can be



immediately displayed. The transparency sheets can also be photocopied for later distribution. A OHP is particularly useful to display diagrams, charts and graphs and to display real objects (for example, small items, models, experiments, e.g. magnetic fields). It is an effective tool to focus the attention of learners.

#### Advantages / Strengths of OHP

- 1 Simple to use, versatile, relatively cheap; clean and quiet.
- 2 Can be used in much the same way as a marker-board, but with the advantages of greater clarity and the ability for the user to maintain eye-contact with the learners.
- 3 Can show 'pre-prepared materials. This allows the use of high-quality images, enables the trainer to build-up banks of notes, diagrams, etc; and helps give confidence to both trainer and learners.
- 4 Can be used to reveal, or build up information.
- 5 Information is generally better understood and retained if it is seen as well as heard.
- 6 Can be used with or without blackout.

#### Limitations / Weaknesses of OHP

- 1 Can too easily be used in ways which hinder, rather than aid, learning (see below).
- 2 Needs an electricity supply and suitable screen.
- 3 Can become monotonous if used too extensively.

#### Tips for successful use

The full benefit of the OHP will only be realized if adequate attention is given to:

1 How its use will be integrated within the training session;

2 The design and preparation of transparency sheets.

3 The way the OHP is set-up in the training room.

4 The ways in which the OHP is actually used.



## Paper-Based Material

Paper-based materials such as handouts, textbooks, charts, maps, diagrams, etc. are the most commonly used training material for in training within mass, group and individual instruction. However, little thought is sometimes given to their design, preparation and use. Printed materials can serve a number of valuable purposes, for example:

1. As a complete learning medium (e.g. In some individualized training systems; the textbook);
2. To support other training aids (e.g. OHP, audio, tape-slide, the trainer's verbal messages);
3. As a note-taking guide;
4. To encourage interaction;
5. To provide prescribed reading.

How the printed material is used is crucial. Distributing a handout which is subsequently not used or referred to is less than useless! As with all training aids, the use of printed material must be carefully planned and integrated into the training session.

### Advantages of paper based material

1. It is simple to use, versatile, relatively cheap, clean and quiet.
2. It provides learners with information they can take away.
3. It can show pre-prepared materials; this allows the use of high quality images and enables the trainer to build up banks of notes, diagrams, etc.
4. It can be used in a wide variety of ways to support mass, group and individual instruction.
5. It can be used to encourage interaction.
6. It can allow large amounts of information to be disseminated relatively quickly (this can also be a severe disadvantage!).
7. It can be used to support the majority of other training aids.

### Limitations of paper based material

1. It has the risk of hindering, rather than helping the learning.



2. Too much of the information can be a problem.
3. It can become monotonous if used extensively.

#### Tips for successful use

The full benefit of paper-based materials will only be realized if adequate attention is given to the following issues:

1. It must be decided on how their use will be integrated within the training session;
2. Their layout and preparation must be planned carefully.
3. The ways in which these will actually be used must be specified.

### Handouts

Handouts are one of the most commonly used paper based material. They can take many forms, from straightforward blocks of text to mind-maps, information maps and interactive handouts. Some types of the handouts are explained in the following discussion.

### Mind-maps

Mind-maps, or spray diagrams, are an alternative to linear notes. They can be useful for both presenting information and for note-taking by learners, having the advantage that connections and links between parts of the information can be easily shown. To produce successful mind-maps takes practice; their particular style also tends to be 'personal' to the writer, what is optimum for one may be less than so for another.

### Information mapping

Information mapping is a way of structuring the presentation of information to make it more easily comprehended by the reader. Each 'map' presents one idea or concept, is laid out in a particular way and is cross-referenced to other maps or sources of information. For example, information pertaining to the use of illustrations in written material, in the information mapping can be shown in the form of Figure 8.2.



| Uses of handouts      |   |
|-----------------------|---|
| <i>Possible roles</i> | <p><i>Effective:</i> enhance interest and motivation</p> <p><i>Attentional:</i> attract and direct attention</p> <p><i>Didactic:</i> showing, providing information</p> <p><i>Retentional:</i> aiding long term recall</p>  |
| <i>Advantages</i>     | <p>Useful for conveying concrete Images (e.g. a diagram of a valve may be worth many words of description)</p> <p>Appropriate when explaining visual or spatial concepts</p> <p>Useful to convey Ideas that have to be presented simultaneously (aids multiple discrimination)</p> <p>Can provide holistic Information well</p> <p>Tends to Increase learner motivation and retention of learning (if used appropriately)</p> |
| <i>Disadvantages</i>  | <p>Can be distracting</p> <p>Often time-consuming to produce</p> <p>Words often better to present sequential information</p> <p>Conventions may not be known by readers</p>   |
| <i>Positioning</i>    | <p>Positioning is very important to facilitate learning</p> <p>Should be placed immediately after textual reference it possible</p> <p>Captions should be close to illustration</p>   |

Figure 8.2 Information mapping





## Interactive handouts

Many handouts tend to be purely presentational. However, the ones that encourage some involvement on the part of the reader are likely to encourage more effective learning. The aims of interactive handouts are to:

1. Encourage learners to become involved in their learning;
2. Help the reader learn; and
3. Help the reader retain information.

Evidence suggests that once the brain has become activated, it is more likely to retrieve not only the information presented, but also the thought patterns, which led to it. To make a successful transfer from short- to long-term memory requires reiteration by the learner (out loud, on paper, in buzz groups, etc.) within about 30 minutes. By writing in his or her own words, the learner is more likely to retain what has been learned.

## Flipcharts

Flipcharts are the large sheets of paper hung from a support bar or easel so that they can be flipped backward and forwards and can be used in a similar way to marker-boards and overhead projectors. They can be used to display pre-prepared sheets or can be written on in 'real time'. Some common uses of the flipcharts are:

1. To show the structure and objectives of the training session so that the learners know where they are going.
2. To list major points and to draw attention to key words, phrases, etc., to provide a focus for what is being discussed.
3. To collect and display points and opinions from the learners (if using, for example buzz-groups or pyramiding, the learners can record feedback on flipchart paper which can be immediately displayed).
4. To display diagrams, charts and graphs.

Advantages of flip charts



1. These are simple to use, versatile, cheap, clean and quiet.
2. The sheets can be removed and displayed around the room.
3. They can be used to reveal and build-up information in much the same way as an OHP.
4. These can be completed easily by learners themselves for later display (e.g. working in groups).
5. Some people find it easier to write on paper than on OHP acetate. Flipcharts can provide a useful alternative.

#### Limitations of flip charts

1. The size severely limits the amount of information, which can be put on one sheet.
2. They can encourage writing/diagrams too small to be clearly seen.
3. The presenter may need to turn away from the learners when writing.
4. Some people find it more difficult to write on flipcharts than on OHP acetate.

The full benefits of flipcharts will only be realized if adequate attention is given how their use will be integrated within the training session; and also their design and layout of each sheet.

### Marker Boards

The use of marker boards (whiteboards or chalkboards) is very common, particularly in mass / group instruction. White-boards have the advantage of being cleaner and are generally clearer than chalkboards. In addition, many whiteboards are metallic, allowing objects to be affixed with magnets.

The majority of the applications of marker-boards can be fulfilled as successfully, and possibly more conveniently, by the overhead projector. Much of the information previously given about the OHP also applies to marker-boards.

Some typical uses of the marker-boards are:

1. To show the structure and objectives of the whole training session so that the learners know the direction of the training.



2. To list major points and to draw attention to keywords, phrases, etc. and to provide a focus for what is being discussed by the trainer.
3. To collect and display points and opinions from the learners.
4. To focus the attention of learners.

#### Advantages of marker boards

1. Simple to use, versatile, cheap, clean (whiteboards) and quiet.
2. Information is generally better understood and retained if it is seen as well as heard.
3. More clean to use as compared to blackboards.

#### Limitations of marker boards

1. If used improperly, there is a risk to hinder, rather than aid, learning.
2. They can easily become monotonous if used too extensively.
3. The user needs to turn away from the learners when writing and the speaking is hindered.
4. Some people find it difficult to write legibly on marker-boards.
5. It can be more time consuming as well.

As was in the case of other training aids, full benefit of a marker-board will only be realized if adequate attention is given to how its use will be integrated within the training sessions; and the ways in which the board is actually used.

#### Electronic marker-boards

‘Electronic marker-boards’ are generally small (A0 or A1 size) with whiteboards, which can be written on with pens just as on a normal board. However, the image can quickly be transferred to paper so as to produce a permanent black and white record of what is written. Electronic marker-boards are particularly useful in small group instruction where learners can be given instant copies of the board's content; for example, when brainstorming or collecting feedback from buzz-groups. Their main disadvantage is cost.



## Audio

The use of audio devices as a training aid is increasingly becoming popular. Audio recordings can be used in mass, group and individual instruction. Tape (both cassette and reel-to-reel), compact disc and Vinyl records are all capable of good quality reproduction. The computer-based audio is fast becoming very popular nowadays. Some typical uses for audio-based training aids are:

1. To bring real sounds into the training room e.g. music, conversation and discussion etc., sound of mechanical processes and the like can be invaluable to facilitate learning.
2. To replay off-air broadcasts. However, due care of the copyright laws must be taken.
3. To act as a vehicle for managing or guiding learning; for example guiding learners working alone or in groups through specific tasks, in much the same way as a trainer would.
4. To recording interviews, discussions or role-play.
5. To play speech and record learner responses for later analysis, particularly in language learning.
6. To record the trainer in his or her normal work, useful as an aid to evaluation.

Although the use of audio play-back is widespread in everyday life, in a training situation its full potential will only be realized if adequate attention is given to how its use will be integrated within the training; and the quality and audibility of the audio.

### Advantages

1. Simple to use, relatively cheap.
2. In certain circumstances (for example, music) audio is the only appropriate medium to convey the required information.
3. Can stimulate interest.

### Limitations

1. It is useful only for presenting the audio information.



2. It requires appropriate ambience, equipment and an electricity supply.

## Photographic Slides

Photographic slides are a useful method of providing visual illustrations to support mass group or individual instruction. Slides are commercially available or can be produced specially by photographing actual scenes, systems or material carried on other media (be aware of copyright laws). Some uses for photographic slides are:

1. To provide illustrations where clarity and high quality are important; for example, in photographs.
2. Where visual impact is important.
3. In 'professional' presentations, quality slides generally impress.

### Advantages

1. Once prepared, they are simple to use.
2. High quality and full colour slides are easy and relatively cheap to produce and can have a high impact.
3. Can show complex diagrams. However care should be taken on not displaying too much detail as this can distract the learners.
4. Can be used for mass instruction via a projector and group, or individualized instruction via a viewer or back-projection unit.

### Limitations

1. If using a projector (for example in mass-instruction) blackout may be necessary, thus making it difficult for learners to take notes.
2. It can be less flexible than the overhead projector, because sequencing cannot easily be changed on a majority of projectors.
3. Unless using equipment utilizing two or more projectors, the pauses between slides and abrupt changes of visual images can be annoying; fades and build-up of information cannot effectively be achieved.



### Tips for successful use

The full benefit of slides will only be realized if adequate attention is given to:

1. How their use will be integrated within the training.
2. Their sequencing.
3. Their design, preparation and quality.
4. How they are actually used.

If slides are assembled for use in a carousel projector (or back-projector for small group viewing), their sequence will be fixed unless a sophisticated random-access projector is available. Therefore, even greater attention needs to be paid to sequencing and integration.

### Synchronized Audio and Slides

Synchronized audio and slide (or tape-slide) presentations involve the use of a slide projector which is linked to a specially coded audio tape, the tape both presenting audio information and controlling the automatic changing of slides. Alternatively, a computer can be used to control sophisticated multi-projector audio-visual presentations. Tape-slide presentations can be useful in all types of learning systems, a projector being used for mass instruction and groups, and a back-projector with an integrated audio-tape for small groups and individual instruction. Much of the information presented under Photographic Slides and Audio is also applicable to tape-slide.

#### Advantages

1. Relatively straightforward to use.
2. High-quality full-colour slides can have a greater impact than video.
3. Can be used unattended at displays, exhibitions, etc.

#### Limitations

1. Time consuming if being self-prepared.
2. If using a projector (e.g. in mass instruction) blackout is necessary, thus making it difficult for learners to take notes.



3. Less easy to set up than a video and TV.
4. Requires suitable equipment, including a synchronization unit to link the projector and audio tape.

#### Planning and designing linked audio and slides

When planning to use multiple-media presentations, it is even more important to ensure that the planning and design considerations noted at the start of this chapter are taken into account. Once the objectives, characteristics of the intended learners, content, etc., has been decided, then the basic steps in producing a simple tape-slide presentation are:

1. Produce a story-board for the presentation, both slides and audio.
2. Obtain the appropriate slides; if slides are to be taken, then always allow time to take more than you plan to use, and to retake those that are not satisfactory.
3. Assemble the slides into the required sequence.
4. Script the audio, including the length of time each slide/associated audio will last, pauses, etc.
5. Record the audio, including pauses, using the highest quality equipment available; it is helpful to view the slides as you are recording.
6. Add synchronizing pulses to the tape at the appropriate places where slide-change is required.

### Video

Video is a powerful training aid increasing in-popularity in all types of instruction. The production of video material is beyond the scope of this chapter; some of the texts noted in the bibliography give further details. However, the services of a knowledgeable person, or attendance on a course, is recommended to anyone planning to produce video materials for the first time. Here, only the use of pre-prepared video is considered.

The full benefit of video will only be realized if adequate attention is given to how its use will be integrated within the training session; and the ways in which the video is actually used.



Some uses for video:

1. To bring a wide range of concrete examples to the learners; particularly useful to stimulate interest, provide an overview, present material for discussion, etc.
2. Can be used to display almost any visual messages (for example, computer-generated graphics in place of the overhead projector).
3. To record, and later play back for analysis and discussion, a wide range of training activities; for example, role-play, simulations, micro-teaching.
4. As a magnification medium to display small objects, processes, etc., to a large group; for example, microscope work, chemical reactions, machinery.
5. Combined with a computer, interactive video opens a wide range of interactive training possibilities.

Advantages

1. Versatile (within the obvious limits of the medium).
2. Excellent for displaying movement.
3. A wide variety of commercially available materials (if recording off air, consider copyright).
4. Used appropriately, can provide an excellent stimulus to learning.

Limitations

1. Watching uninterrupted video generally becomes a passive activity with little learning takesplace.
2. Equipment can be expensive, particularly video projectors for use in mass instruction.
3. Video projectors require blackout.

## Computer Based Aids

Computer based training aids are becoming very popular because of the versatility, economy, ease of preparation etc. There are several software available, which can make the presentation process very lively and interesting. For example, MS Office contains Powerpoint presentation software, which allows the users to make the slides in which the text can be supplemented with





the visuals and pictures. It allows the use of multiple colours and also enables the special effects by way of animation etc. The slides can be integrated with audio and other related tools to make them more lively and interactive. The slides prepared on a computer can be projected to a large number of audiences with the help of LCD projector. The only limitation of this is that LCD is an expensive equipment and may not be available everywhere.

In addition to the presentation software, online learning is another very potent learning aid, which enables the access of learning material to the audience, who are not even physically present at the place of learning.

#### **6.2.4 Training Climate**

Training climate includes the tangible and intangible aspects related to the training environment. These comprise of ambience, perceptions for the training programs, feelings, etc. It refers to workplace characteristics that either inhibit or facilitate the transfer to the job of what has been learned in training. Training climate is an important variable which influences the effectiveness of the training and development efforts. Therefore, Organization's training climate appears to be playing an important role.

Elements Which Make The Training Climate

1. Managerial Support (MS) - Supervisors give recognition and credit to those who apply new knowledge and skills to their work.
2. Supervisors match associates' needs for personal and professional development with opportunities to attend training
3. Independent and innovative thinking are encouraged by supervisors.
4. Top management expects high levels of performance at all times.
5. Top management expects continuing technical excellence and competence
6. Gaining new information about ways to perform work more effectively is important in this organization.
7. Job assignments are designed to promote personal development.



8. Learning new ways of performing work is valued in this organization
9. Work assignments include opportunities to learn new techniques and procedures for improving performance.
10. There is a strong belief that continuous learning is important to have successful job performance.
11. There is a performance appraisal system that ties financial rewards to use of newly acquired knowledge and skills.
12. This organization offers excellent training programs.
13. Employees are provided with resources necessary to acquire and use new knowledge and skills.
14. There are rewards and incentives for acquiring and using new knowledge and skills in one's job.
15. This organization rewards employees for using newly acquired knowledge and skills on the job.

#### How to Create a Training Climate in the Training Room

Enabling objectives:-

- Identify characteristics of how people learn.
- Explain how group form and develop.
- Use effective presentation skills.
- Use questioning techniques.
- Summarize a presentation.

### **6.3 Check your Progress**

Fill in the blanks

1. .... means a device (as a motion-picture film or a set of slides, charts, recordings, or models) to increase the effectiveness of training.



2. The ..... is one of the most versatile training aids available for mass instruction and can also be useful for use in groups.
3. .... is a way of structuring the presentation of information to make it more easily comprehended by the reader.
4. presentations involve the use of a slide projector which is linked to a specially coded audio tape, the tape both presenting audio information and controlling the automatic changing of slides.
5. includes the tangible and intangible aspects related to the training environment.

## 6.4 Keywords

Training Aids - The material that are used to augment the process of learning in training are called training aids.

Still Projected Material - The training aids in which the image/text is projected on the screen are called still projected material. They comprise of overhead projectors, slide projectors etc.

Information mapping – Information mapping is a way of structuring the presentation of information to make it more easily comprehended by the reader.

Training Climate - Training climate includes the tangible and intangible aspects related to the training environment.

## 6.5 Summary

In the knowledge-based economy of today, constant upgradation of the skills of the human resources is very important. This requires a continuous training. If the process of dissemination of knowledge is supported with the help of training aids, then the training can become very effective. The use of training aids in learning can add variety to the learning process and help to maintain involvement and motivation. It can benefit those learners whose learning style responds better to one type of approach than another. They encourage interaction between the tutor and the taught and act as a valuable 'lesson plan' to the trainer, facilitating planning and



preparation before the training session. However, the use of a training aid must take into account the objectives of training, the characteristics of the learners and the characteristics of the various aids available. There are many training aids available to help the trainer to deliver successful training. They can be classified into a number of broad categories as printed material, non-projected material, still projected material, audio, video and computer based material. The printed materials includes all texts, handouts and the like. The non-projected materials comprise of a variety of visual display materials, for example models, photographic printers, posters, flipcharts and marker-boards. Still projected material entails overhead projector transparencies (view-foils), slides and microfilm. The video based training aids include video tape, video disc, broadcast television and film while the audio materials comprise of audiotape, record, compact disc and broadcast radio. Now, the computer-based training aids are very popular. These may involve the application of a computer alone or a computer used in conjunction with other materials (for example compact disc, video disc, audiotape) thus enabling multi-media training aids to be constructed. While it is well acknowledged that the use of training aids can facilitate the process of learning, however, their use should be properly planned and must be in line with the learning objectives.

## 6.6 Self-Assessment Test

Q1. Why is it desirable to use training aids? What considerations would you have while planning the use of training aids?

Q2. Discuss the merits of paper-based training aids. Are they still useful in the age of power-point presentation?

Q3. What are various computer-based training aids? What advantages do they offer over other training aids?

Q4. What do you mean by training climate? Explain how to create a training climate in the training room.



## **6.7 Answers to check your Progress**

1. Training aids
2. Overhead Projector
3. Information mapping
4. Synchronized audio and slide
5. Training Climate

## **6.8 References/Suggested Readings**

1. Ellington, H. (1985), Producing Teaching Materials, Kogan Page.
2. Morphy, S. (1990), The Manager's Guide to Audio-visual Production, Kogan Page.
3. Jonassen, D. (1982). The technology of text. Vol. 1, Educational Technology Publications.



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|--|-------------------------------|
| <b>Subject: Training and Development</b>   |                               |
| <b>Course Code: BCOM-606</b>   | <b>Updated By: Dr. Poonam</b> |
| <b>Lesson No: 7</b>  |                               |
| <b>Evaluation: Concept, Process of Evaluation, Evaluation Design,<br/>Training Effectiveness</b> |                               |

## Structure

- 7.1 Learning Objectives
- 7.2 Introduction
  - 7.2.1 Concept and Process of evaluation
  - 7.2.2 Training Evaluation Techniques
- 7.3 Check your Progress
- 7.4 Keywords
- 7.5 Summary
- 7.6 Self-Assessment Test
- 7.7 Answers to check your Progress
- 7.8 References/Suggested Readings

## 7.1 Learning Objectives

After reading this lesson, you shall be able to:

- Understand the concept of evaluation
- Know about the process of evaluation and evaluation design



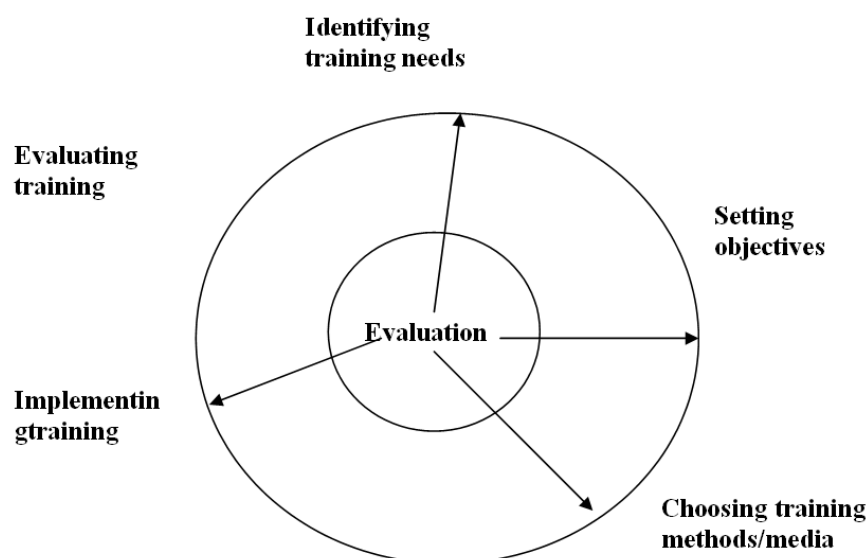
- Understand about the training effectiveness

## 7.2 Introduction

Evaluation of training refers to the process of examining the effectiveness of the training program in terms of the benefits to the trainees and to the organization, or company. Evaluation is a continuous process rather than a one-time activity. According to Deb, “Training evaluation is the application of systematic methods to periodically and objectively assess the effectiveness of training and development programmes in achieving expected results, their impacts, both intended and unintended, continued relevance and alternative or more cost effective ways of achieving expected results.”

### 7.2.1 Concept and Process of Evaluation

Training is an investment whose results are not evident immediately. So, the justification of all training programmes can be made only when they are critically evaluated in terms of the advantages that an organization gets in comparison to the investment made. While the investments can be measured in terms of money, the advantages can be monetary as well as non-monetary. Being an activity, which involves a great degree of human factor, the evaluation to training has always been difficult. Generally, trainers have not liked the idea of other people auditing what they do. They have not been very happy with the evaluation techniques that have been applied.



**Figure 9.1 The training cycle**

The lack of effective evaluation can be seen as responsible for keeping training in a subordinate, non-strategic role within many organizations. Most aspects of business come under the scrutiny of the top management from time to time. They have been interested in looking at costs in relation to benefits delivered by marketing, finance, research and operation divisions. They have largely been unable to do so in relation to training.

There has been a lack of management information, which has contributed to a lack of belief in the ability of the training function to contribute at a strategic level into business as a whole. All managers and trainers have always been curious to know the benefits of training. They have been seeking to devise various systems of measurement, which can assist in the assessment of the benefits. Before looking at various techniques of training evaluation, it is important to look upon evaluation as an integral part of the training cycle, as shown in Figure 9.1. Evaluation may appear to be the final phase of the training cycle, but due consideration should be given to it in each stage. It is also important to build it in as a phase on its own in order to evaluate the total process.

#### *Identifying training needs and Setting training objectives*

The starting point for any attempt to evaluate the effectiveness of training has to be the relationship between training and the strategic objectives of the company. The trainer needs to be aware of the strategic objectives and relate these to the most effective training response. In the most progressive organizations, the human resources view is considered during the setting of strategic objectives. Many organizations, however, still make strategic decisions, which have a massive impact on the training requirements and manpower resources of an organization without paying any attention to such requirements. Therefore, not only should the training relate to the strategic needs of the business, it should aim to be party to setting the strategic objectives.

Setting clear and measurable objectives is a precondition to effective training evaluation. The training must address to:

- The skills it proposes to teach.
- How and why these are needed.





- The method to be used for imparting training.
- How the trainee will demonstrate the skills that have been learned.
- How the trainer will assess that the learning has been applied.

Objectives are always more effective when set in behavioral terms – terms which describe the expected behavior at the output of training. In order to highlight the importance of setting objectives, consider the following situation when a training manager sets two sets of course objectives:

1. Course objective -To train managers to conduct interviews.
2. Course objectives -On completion of training managers will be able to understand the purpose of an appraisal Interview. They would have developed effective listening and giving feedback skills and practiced these skills in simulated role-plays. The course also aims to enabling the training managers to received feedback on their performance.

The objectives in the first situation have been specified in general terms, while the second situation is more precise in setting them. It is clear that in the second case the trainer is much more likely to be able to measure his or her effectiveness than in the first, where the objective is set for the trainer and related to the input. In the second example the objectives are related to the trainee and concerned with outputs.

### *Implementing training*

Once objectives have been set, the trainer can start identifying various methods of implementation. There are a large number of training methods available at the disposal of the trainer. The choice of media and the methods of implementation have a lot of impact on training evaluation. Each of these must be evaluated as part of the training cycle and should form part of the final evaluation of the whole process. The training methodology, choice of method and media can have significant effects on the measurement and assessment of the outcome. After having identified training needs, set the objectives and having chosen the media post-training evaluation for training effectiveness needs to be carried out.

### *Training Effectiveness*



Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme. The attitudes, interests, values and expectations of the trainees and the training environment influence it. A training programme is likely to be more effective when the trainees are involved in their jobs and have career plans. Contents of training programme, and the ability of trainers also determine training effectiveness to a certain extent.

#### Criteria for evaluating training effectiveness

The following criteria may be used to measure the effectiveness of training:

##### (i) Reactions

Trainees' reactions to the objectives, contents and methods of training are good indicators of effectiveness. In case the trainees considered the programme worthwhile and liked it, the training can be considered effective.

##### (ii) Learning.

The extent to which the trainees have gained the desired knowledge and skills during the training period is a useful basis of evaluating training effectiveness.

##### (iii) Behaviour.

Improvement in the job behaviour of the trainees reflects the manner and extent, to which, the learning has been put to practice.

##### (iv) Results.

Productivity improvement, quality improvement, cost reduction, accident reduction, reduction in labor turnover and absenteeism are the outcomes of training which can be used for evaluating effectiveness.

#### Post Training Evaluation

Training is a human phenomenon. So, there is a large variation in its results. The results of training can show themselves in both long-run as well as short-run. There can be varying effect of training on the trainees. So, post-training becomes a very tedious exercise for the trainers. Any mistake can lead to wrongful conclusions and even hamper the training process in future. In



general terms, post-training evaluation can be understood in terms of three distinct phases:

*(i) Immediate effect of training*

This relates to changes in knowledge, skill or behaviour immediately after a training experience. Such an evaluation attempts to assess whether or not training has been effective in communicating the message. Immediate evaluation helps in answering the following questions:

- Do the trainees understand what is now required of them?
- Have they acquired the necessary behavioural skills to be able to implement the learning?

*(ii) Intermediate*

This phase of evaluation is conducted after some time period has elapsed after the training. During this period, the trainees would have put the skills learnt during training into practice. This evaluation shows whether the knowledge, skill and behaviour, which have been learned during the training, is being put into use on the job. In other words, the evaluation seeks to find whether the change in behaviour, skills and attitude as a result of the training can be identified.

*(iii) Long term*

- This refers to the long-term effectiveness of the training on an individual, the unit and/or even the organization. This evaluation determines the value of the training delivered and assesses: The effectiveness of the training towards achievement of the training objectives.
- The effectiveness of the learning process - in other words, whether the trainees have learned what was set out to teach them.
- Whether the learning has been applied into practice or not.
- Whether the applied learning has brought about the changes required in relation to attitudes, skill or behaviour.

### 7.2.2 Training Evaluation Techniques

The commonly used training evaluation techniques are:-



1. Post-course assessments.
2. Pre- and post-course tests.
3. Management briefing.
4. Management debriefing.
5. Questionnaires.
6. Appraisals.
7. Training for promotion.
8. Assessment/development centres.
9. Repertory grids.
10. Surveys.
11. Trainer interviews.
12. Trainer-observed behaviour.
13. Participant observation.
14. Records of performance.
015. Action plan follow-up.

#### Post-course assessments

Post-course assessments are often conducted immediately after the end of a training programme and are the most frequently used method for evaluating a training programme. This evaluation is based on the fact that if the training has been effective and has been delivered in an acceptable manner, the trainees shall respond positively. However, it has been observed by some researchers that the positive response of the trainees is not so much because of the effectiveness of the learning process, but because of their enjoyment of it. Hence, the trainers should not place too much emphasis on individual comments taken from a post-course assessment. However, complete analysis of a set of assessment forms can provide useful insights into those parts of the programme, which the trainees believe to have been the most effective. Despite this limitation,



the views and opinions of the trainees should not be discarded lightly, particularly if a consistent view is expressed by a range of people.

This method can be especially useful in assisting the trainer to evaluate and assess the effectiveness of particular instructors or presenters, especially if evidence about similar sessions or courses being presented by other people is available. It may well be that one of the most useful benefits of a post-course assessment is in assisting the trainer to assess the skill of the instructor.

#### *Pre- and post-course tests*

An ideal way of measuring learning is to measure it before (i.e at the start of a programme) and then to measure the same set of knowledge when it is over. It is often helpful in deciding what needs to be built on, particularly when teaching a specific skill. The gains made by a training are quite visible by such an evaluation. However, the problem is that reliable techniques for pre and post evaluation might not be available.

#### *Management briefing*

In this technique, the trainer moves out of the area within his own responsibility and becomes much more reliant on the trainee's line manager. Ideally, training should always be the responsibility of the line manager, but in actual practice, they are reluctant to accept this as part of their responsibility. They prefer to pass it on to the trainer. Management briefing can be a useful way of involving line managers, as well as assisting the trainer in the evaluation process. The commonest way of conducting a management briefing is for the trainer to provide the manager with a detailed set of objectives and an outline of the content of a particular programme. The manager then discusses this with the trainee, and together they work out some personal and specific objectives which may be related to the trainee's knowledge, skill or attitude. The trainee who attends a programme having been fully briefed by the manager and who is fully committed to achieving personal objectives will be well prepared for the learning process.

#### *Management de-briefing*

This method of evaluation also requires the complete commitment of line managers. They



should review the learning process with the trainee after the programme. However, It is important to note that it is but the application of the learning within that the job the trainee is expected to do has to be evaluated and not merely the learning process itself. A fundamental problem, identified by the vast majority of people who attend training programmes, is that there is little or no opportunity for them to apply the learning gained when they return to an inevitably busy work situation. Management debriefing can overcome this problem, not only by reviewing the learning, but also by assisting the trainee to understand how to apply it in the work situation.

### *Questionnaires*

Questionnaire is a very useful instrument to gather information about the effectiveness of training. Any systematic training evaluation must involve the Training Department in following up, at various intervals, people who have attended specific programmes. If the objective is to assess retention and application, the questionnaire should be designed primarily to assess the level of skill or knowledge which the trainee has retained during the period following the training – after three, six or twelve months, whichever period the trainer deems to be appropriate. Trainees should be encouraged to answer honestly and openly without reference to notes or handouts. A second but no less important use of questionnaires is to identify how and how well the learning has been applied. A trainer might seek answers to the following questions:

- What benefits have trainees gained and what opportunities do they now have for increasing their learning?
- Considerable benefit can also of course be obtained from negative responses. The trainer would want to know what learning has not been applied and why.
  - Is it because the learning has not been relevant?
  - Is it because the timing was not opportune?

On the basis of such responses, the trainer can assess whether or not the training being delivered is relevant and applicable to the particular circumstances which need to be evaluated. Questionnaires allow the flexibility of covering up a large number of responses. The respondent might feel more free to respond on a questionnaire than a face to face dialogue.



### *Training Appraisals*

An essential part of any training appraisal system should be to assess the effectiveness of training delivered during the previous period, and also to assess training needs in relation to future objectives. The application of training effectiveness for the previous period can be assessed by a few simple questions. This applies whether training has been carried out on formal programmes, by the process of self-development or by learning on the job. Because the immediate supervisor of the trainee usually conducts the appraisal, it should be possible for the two people working together to assess the applicability of the training needs of the trainee.

This method provides a very effective feedback, both in terms of evaluation and in terms of the value of the training, which has been delivered.

### *Training for promotion*

One of the major objectives of any training is to train the prospective managers after promotion. A manager has to perform newer roles after being promoted to a higher position. Leaders' role might be quite difficult for some. The degree of effectiveness of a manager after promotion can be an indicator of an effective training.

The value of this method depends partly on who is responsible for promotion procedures within an organization. If they are the one-off responsibility of departmental line managers, for example, it may be less valuable. Decisions may be dismissed as particular idiosyncrasies of the manager. On the other hand if promotion procedures are well considered and involve some objective form of assessment, the training experience of individuals who are promoted is likely to have some relevance to an evaluation of training procedures. Trainers should track and monitor the career progress of trainees, relating their promotion back to course performance. If people who attend programmes are not coming through in terms of promotion some serious questions must be asked about the value of the training being given. If, on the other hand, those having undergone training are promoted on a regular basis, the trainer will get a better response to training.

This method also assists the trainer in assessing whether the training is genuinely associated with, and related to, business needs. In a company with well-considered promotion procedures, only those people who are capable of meeting business needs are likely to be promoted.

*Assessment/development centers*

Many companies now run centers designed to assess employees' potential, also called as assessment centers. The practice to provide people with an opportunity to assess their own development needs along with skilled assessors development centers is also becoming popular. Both these exercises provide a lot of useful information to the trainer, which can be of relevance to the processes of evaluation. In assessment centers, the potential identified frequently relates back to previous training experience and assists the trainer in evaluating how effective previous training programmes have been.

Development centers enable the trainer to find out whether the identified training needs of individuals are being met or not. Trainers cannot say it with proof that they are responding to the direct and individually identified needs of a group of trainees. Evidence which emerges from development center work, however, provides an ideal basis on which to build evaluation programmes designed to test the effectiveness of training delivered against a check list of specifically identified needs assuming that other techniques of evaluation are applied to the training given.

*Repertory grids*

Grid analysis helps trainers assess performance on two dimensions simultaneously. Usually, the trainer is concerned over assessing performance both in relation to the skill level and the motivational level. Many people who have the necessary degree of skill to do a job effectively lack the motivation, and vice versa. Grid analysis assists the trainer to evaluate both factors and to plot them on a grid. Working with line managers, this type of approach enables the trainer to assess real training requirements and also to follow up the delivery of the training once it has been completed.

*Surveys*

Many organizations conduct a lot of market research into customer attitudes. Even surveys into employee attitudes and communications audits are a common management experience. Such information provides a useful base on which to assess current performance and to build future performance. On similar lines, surveys are being conducted to find out the organizations'





training needs and they apply with equal force to the evaluation of training delivery. A fullscale or even a shorter, more qualitative survey can be carried out effectively in most of organizations. Sometimes the information the trainer is seeking may be of a more confidential nature. Then, it may be necessary either to employ the services of an external consultant or to allow people to respond anonymously.

Questionnaires can also be used to find out how people perceive the benefits from training experiences in the past and also to identify what they believe would be the most valuable training experience for them in the future. This method of survey is often most effective if it is followed up by shorter qualitative interviews based on the initial findings.

#### *Trainer interviews*

Interviewing the former trainees provides useful insights into their experiences with training. Structured interviews are more effective, with each interviewee being asked the same set of questions. This allows effective analysis of response, and also helps in keeping the interview on track. Interviewing is time consuming and needs a lot of resources. So, a proper assessment of the costs and benefits must be done before using them as an assessment tool.

The greatest benefit of interview-based evaluation is that the trainer can gain a great deal of information through a mixture of closed and open questions designed to probe in detail the trainee's responses. Such an approach can cover knowledge, skill and attitude assessment, both in the initial and later phases of evaluation. If this approach is linked with a more quantitative approach, as outlined earlier, it can provide trainers with a good feel for the effectiveness of the programmes they have been responsible for delivering.

#### *Trainer-observed behaviour*

This evaluation method is most valuable in relation to action based learning, including role-plays and simulations. The trainer can observe how behaviour has changed as a result of learning and feedback, and can reinforce this with additional feedback to the trainee after a particular exercise or experience. It should be noted that feedback is an essential part of this type of evaluation, and the trainers cannot expect sound behaviour they observe to be repeated unless they provide some kind of positive reinforcement. Putting the learnt behaviour into



practice can contribute to the success of such a training programme.

### *Participant observation*

Observation is a good method of any evaluation programme. As with trainer observation, trainees learn a great deal from their colleagues who can observe and give opinions, particularly about the behaviour identified with the training. However, an objective feedback is an essential aspect of such an exercise. Observation is most effective where the trainer or participant is concerned with immediate evaluation of the learning, and has less application to the long-term benefits of training.

### *Records of performance*

Many organizations keep a record of the performance, either through detailed appraisal systems or through the use of effective personnel reports. In such a situation, it is possible to use them to identify training needs and or to evaluate the training delivered. Working closely with the line manager, the trainer needs to identify through performance records how effective an individual employee has been in relation to the training received. As with all methods of evaluation, the relevant performance records only can provide a real measure of training effectiveness.

If, the trainers can identify those people who have been most successful after the training, they can assume it to be a clear indication of training effectiveness. It is also possible for the trainer in this situation to identify those people with low performance levels who perhaps have not received the same training experiences as the others. Again, this can provide evidence of training need, as well as a measure of the effectiveness of training within that department.

### *Action plan follow-up*

It is a common practice that after most training experiences, trainers usually ask the participants to complete an action plan. However, these action plans (which can be in the form of projects etc.) are not referred to by the trainee nor the trainer.

If used judiciously such plans can be used effectively as a means of evaluating the training effectiveness. It requires a joint effort by the line manager and the trainers who can follow up by interviews, a survey or just a brief letter to all participants to assess whether or not the action



plans so 'enthusiastically' made on the final morning of the course have now been implemented

– and if not, why not. What, in other words, have been the barriers to implementation? If this method of follow-up is to be effective, trainers must develop close relationships with line managers and must be seen to have a genuine desire to assist and evaluate rather than to forcibly impose their own solution which, in any event, are unlikely to be as effective as if they had been undertaken willingly.

### 7.3

### 7.4 Check your Progress

#### Fill in the blanks

1. is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme.
2. helps trainers assess performance on two dimensions simultaneously.
3. Training evaluation on the basis of employee satisfaction can be examined on the basis of ..... in employee turnover.
4. A good evaluation design would highlight the impact of training on the ....., performance and behaviour of the trainees.
5. Evaluation is the crucial half-way stage between training and its .....

### 7.5 Keywords

**Training effectiveness** - Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme.

**Management briefing** - In this technique, the trainer moves out of the area within his own responsibility and becomes much more reliant on the trainee's line manager.

**Repertory grids** - Grid analysis helps trainers assess performance on two dimensions simultaneously



## 7.6 Summary

Evaluation of training is an important activity because it is the only way to justify the investments. Except in a few situations, the results of training are not visible immediately. Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme. The attitudes, interests, values and expectations of the trainees and the training environment influence it. The criteria to measure the effectiveness of training are based on the reactions, learning, behaviour and results. Post-training evaluation can be understood in terms of Immediate, short-term and long-term effects of training. It is most common to measure the immediate effects of training. The common techniques for the same are Post-course assessments and tests, management briefing and debriefing, questionnaires, appraisals, surveys, repertory grids, observation etc. Post-course assessments are often conducted immediately after the end of a training programme and are the most frequently used method for evaluating a training programme. Another effective technique is pre- and post-course tests. Questionnaire is very useful instruments to gather information about the effectiveness of training and is commonly used. Grid analysis helps trainers assess performance on two dimensions simultaneously. In a rapidly changing scenario like the present times, the human resources have to be constantly updated as newer skills. Continued training is an important activity in most modern knowledge-based industries. So, evaluation of the effectiveness of training is an important pre-requisite for planning and setting the training objectives.

## 7.7 Self-Assessment Test

1. Why is it important to evaluate training? Is it really possible to evaluate training?
2. Discuss the concept of training cycle.
3. 'Immediate post-training evaluation is the most reliable evaluation technique' Comment.
4. Differentiate between management briefing and management debriefing.



## 7.8 Answers to Check Your Progress

1. Training effectiveness
2. Repertory
3. Decrease
4. Knowledge
5. Ultimate effects

## 7.9 References/Suggested Readings

1. Bramley, P. (1986), Evaluation of Training, BACIE.
2. Jackson, T. (1989), Evaluation : relating training to business performance, Kogan Page.
3. Pepper, A.D. (1986), Managing the training and development function, Gower.
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| <b>TRANSFER OF TRAINING, FUTURE OF TRAINING AND<br/>DEVELOPMENT</b> |                               |

## Structure

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### 8.6 Self-Assessment Test

### 8.7 Answers to check your Progress

### 8.8 References/Suggested Readings



## 8.1 Learning Objectives

After reading this lesson, you shall be able to:

- Explain the transfer of training
- Understand the status of training and development in India.
- Identify the newer challenges to training and development in India.

## 8.2 Introduction

India has kept pace with the world in terms of economic reforms, which were initiated in 1991. Since then, widespread changes have taken place in the Indian work force. India has proved her strength in the knowledge-based industries, which is evident from the fact that even the best companies are outsourcing their business operations from India. However, the biggest challenge before the Indian professionals of today is that they have to keep pace with the changing environment. The pace of change is so fast that it has even defied Moore's law. The professionals of the twenty-first century have to relearn the newer skills to keep themselves updated. This is possible only when planned training is provided to them. India has realized the need for training the manpower even in the pre-liberalization days and had built up sizable institutional infrastructure to train and develop the human resources to meet the requirements of the professionals. This lesson studies the status of training and development in India before and after 1991 and in public and private sectors.

### 8.2.1 Transfer of Training

Training Transfer Means That Learners Are Able To —Transfer Their Knowledge And Skills Learned in a training session back to their jobs. The importance of training transfer cannot be overemphasized. Training transfer is not an event; it is a dynamic and complex process that requires planning. As its name suggests the “transfer of training” deals with the fact that how quickly and effectively, the training has been conveyed from the tutor to employees. It is extremely important to keep an eye on it, especially if the company wants to deploy the newly acquired skills in the market. But beware that if deploys the new skills is too quick, then it might not possible to guarantee the quality services. This transfer of training can be made to



work through different methods e.g. formal training, online learning, coaching, mentoring, job rotation and many others. But the primary objective behind all of these is the same, and that's about making the employees capable of doing a whole new range of cool stuff and helping them grow their skillset.

Training transfer means that learners are able to “transfer” their knowledge and skills learned in a training session back to their jobs. The goal of training is not simply to gain knowledge and skills, but to transfer learning into performance, which in turn leads to improvements in agency results.

## 8.2.2 Theories of Transfer of Training

### 1. Theories of Identical Elements

The first and foremost theory that finds its way into this list is obviously none other than one of the most famous “theory of identical elements”. This game-changing theory was based on the idea of the occurrence of the training transfer, from one side to another, under the situations with most similar or identical elements and was developed by E. L Thorndike.

According to this theory, carrying out the transfer of training from the trainer's side to that of the trainee is proportional to the degree of resemblance in situations. In simpler words, you can say that the greater the similarity, the quicker and more effective, the transfer is. Furthermore, the degree of transfer, as well as the pace of the transfer, increases as the number of similar elements increase. For example, for most of the learners, it's extremely easy to learn to ride a bike, if they have some experience with a bicycle. In this case, the transfer occurs extremely fast because of the similarities in both vehicles.

Moreover, it is also true that the methods, which are used to guide the pupil and his learning activities, greatly influence (or we might say, they control), the degree of transferability of the training and Thorndike was sure of it. It is a common observation that nearly all of the new learners are supposed to move forward by taking small steps instead of a whole big leap. This is done so that the learner grasps the maximum possible concepts and keeps the interest in the subject. There would be nothing if the opposite had been done.

### 1. Generalization of Experience





Along with food, air and other necessities of life, experience has also greatly helped the humans in surviving the harsh conditions and trying to prevent further mishaps by preparing for the expected ones. It works because experiences and the knowledge gained from one situation can be generalized, modified and applied to another situation in the life.

This theory of the generalization of experience was developed by Charles Judd. According to this theory, it can be assumed that, whenever, when one performs a particular task, he gains experience from it, turns it into generalization and apply this experience to another task. In some cases, this experience proves to be far more useful than the face to face training, no matter whether he is an employee or a college student. On the way, as one gains more and more understanding of the common problems, it becomes easier for him to start perceiving and deducting the solutions. This capability of individuals to generalize knowledge differs from person to person, in accordance with their degrees of intelligence.

## 2. Cognitive Theory

Cognitive Theory is a modern theory as compared to the alternative theories of the transfer of training. According to this theory, the pace and the effectiveness of the process of transferring the training can greatly be increased by focusing on the individuals' mental models, retention of information and comprehension. Moreover, the main point that makes it to be perceived differently from other transfer theories is its extreme level applicability under, almost, all kinds of situations. You can get an idea of the application of the cognitive theory by thinking about recent integrations of the training process to that of the mental tasks and assignments. This is done so that learner employees can become able to learn the primary concepts of the training program through experiencing the mental problems that they are going to solve in their chosen way.

### 8.2.3 Types of Transfer of Learning

#### 1. Positive transfer:

When learning in one situation facilitates learning in another situation, it is known as positive transfer. For example, skills in playing violin facilitate learning to play piano. Knowledge of mathematics facilitates to learn physics in a better way. Driving a scooter facilitates driving a motorbike.



## 2. Negative transfer:

When learning of one task makes the learning of another task harder- it is known as negative transfer. For example, speaking Telugu hindering the learning of Malayalam. Left hand drive vehicles hindering the learning of right hand drive.

## 3. Neutral transfer:

When learning of one activity neither facilitates nor hinders the learning of another task, it is a case of neutral transfer. It is also called as zero transfer. For example, knowledge of history in no way affects learning of driving a car or a scooter.

### **Tips to Ensure Training Transfer**

Here are seven tips to make sure that what happens in training transfers to the workplace:

1. Bring the right content into the classroom. Ensure the content in the training is relevant to the success of the participant back on the job, and is not something they already know how to do, or don't need to do. Once the relevance of the content is clarified by the instructor, the result should be a motivated participant.
2. Structure relevant activities. Make sure what is done in the classroom relates closely to what must be done back on the job. The participant can easily see the relevance of job-realistic activities. If they are successful in completing these activities in the classroom they will be more comfortable trying them back on the job.
3. Have clear, work-related objectives. Although there are many types of objective statements (e.g. learning objectives, enabling objectives, etc.), a performance-oriented objective, briefly written (task, condition, and standard), lets the participant know what they're expected to do, what they need in place to do it, and how well to do it when they are back on the job.
4. Use action plans. An action plan activity allows the individual participant to reflect on what has happened in training and how it can be used on the job. Identifying action items and writing them down implies a degree of commitment to implement them back on the job. Action plans can be updated periodically throughout the day.
5. Build in peer reviews. A review done by the participants instead of the instructor reinforces



the learning through discussion and reflection.

6. Have the participants identify key takeaways. A brief discussion at the end of training by the participants sharing what they consider to be the key takeaways from the session may reinforce some of the decisions already made, or suggest to other participants things of value that had not occurred to them.

7. Conduct a relapse prevention session. Once the participants have identified the key takeaways have them:

- individually, identify the top three takeaways that can most readily be implemented,
- individually, take a few minutes to identify likely obstacles to implementation, and strategies to overcome the obstacles,
- in small groups, share their findings for review and suggestions.

## 8.2.4 Factors fostering training and development before 1991

The status of training and development before 1991 can be studied in light of the prevailing socio-economic conditions, which fostered the conduct of training and development in the organizations. Encouraged by international labour organization and National Institute of Labour, Delhi, the training as an essential function of business had started attracting the attention of both academicians as well as practitioners in India. Some of the common factors highlighting the need of training are:

1. The profile of Indian industrial worker was substantially changing overtime. From an illiterate, rural, low caste individual to educated, urban and essentially belonging to upper caste person, the Indian worker was coming a long way. As the industrial development took place, the workers nurtured different hopes and aspirations and more became more committed to the factory way of life. Amidst this change, training became an essential function to ensure higher motivation of the workers and to increase their productivity.

2. Indian corporate sector has realised the need for development of human resources and considered them as important as other factors like finances and technology. Work force is an equally significant input even resulted in the survival of an organization. This realization has



into constitution of the Ministry of Human Resources Development. Major investments have to be made in keeping human resources in the 'best shape' for it to perform. Mere willingness to work cannot boost the morale of the worker unless he has socially accepted positions required for the industrial way of life. The Indian worker is deprived of such a position and his wish has to be recognized and rewarded. This cannot be achieved without proper training and development.

3. According to the Census of India (1981) 33.44 per cent of the total population constitutes main workers. Of these, about 30 per cent work in industry, trade, commerce, transportation etc. It was estimated that approximately 10 per cent of the work force was currently employed in the organised sector, most of which was unionized and vocal. A quick look at the registration of unions and their membership showed that both were steadily increasing over time. At the same time the frequency of strikes and man-days lost is also increased over time. In light of changing constitution of work force and increased unrest impeding productivity, it is important that steps such as proper training be taken for a developing country like India. The loss in productivity cannot be justified for sustained economic growth.

4. As a result of growing knowledge of human behaviour in general, and industrial behaviour in particular, both the academicians and the practitioners were gaining the necessary confidence to think of innovative modules to understand, predict and control human behaviour. There was a growing trend of experimenting with newer concepts, theories and framework which laid the foundation for determining most effective utilization of human resources by inculcating a new sense of freedom and resultant increase in productivity.

### **Status of training & development before 1991**

CB Mamoia had estimated in the early eighties that India had about 100,000 to 140,000 managers in the manufacturing sector, which was the most dominant economic sector in those days. About 3000 managers were added to the pool in the country every year. Of these, 1000 managers had their master's degree in management and about 2000 untrained managers were added every year. Of this number, about 30000 managers and officers working in India attended the training programmes. Thus, there was a wide gap in the training of the managers and officers. The condition of the workers at the lower level was even more pathetic. The gap was particularly evident in power, transport, civil services, industry, hospitals and education. There



was an imbalance in the management education as well. Most of the managerial training concentrated in some traditional industries such as textiles etc. The pressing need of those times were:

- (i) Technically qualified managers in the technologically advanced sectors such as engineering, steel, fertilizers, petroleum etc.
- (ii) Professional management of public utility services.
- (iii) Training of government officials and staff.
- (iv) Management development for senior positions such as Vice-Chancellors, Deans of hospitals, police officers etc.

In 1965, JRD Tata remarked that “Trained managers are vital to economic development of the country. The business of executive management has been one of the most crucial, essential and one of the most difficult elements in providing continuity and efficient management.”

### 8.2.5 Institutional set up for training

The institutions providing training to the managerial and nonmanagerial staff can be divided into four groups:

- (i) In-company programmes
- (ii) Programmes organized by management associations, productivity councils, consultants etc.
- (iii) University Departments
- (iv) Programmes conducted by independent institutions

The role and functions of each of these are explained in the following discussion.

#### **In-company programmes**

These training programmes emphasize the company philosophy and practices and help in developing its corporate objectives. Such training programmes are also used as an induction activity for training new employees into the organization. Some of the techniques employed for in-company training are:



- On-the-job training
- Rotational assignments
- Special assignments
- Workshops
- Meetings
- Periodicals
- Planned programmes
- Conferences
- Understudy
- Executive position enlargement
- Coaching

A large number of companies, both in the public and private sector have their own in-house training department, which imparts training to their managers. Some of the large public sector undertakings are ONGC, Hindustan Machine Tools, SAIL, public sector banks, BHEL, Reserve Bank of India etc. Some important industries in the private sector using in-company training are pharmaceuticals, IT, computer hardware, MNCs engaged in FMCG, banks, financial sector etc. These companies conduct training at the time of entry of the new executives for familiarizing them with the job, which they are expected to perform. Since these companies work in a rapidly changing technological environment, they have to update the skills of their human resources continuously. So, even the existing employees have to undergo regular training. Another reason why training is important in such organizations is a very high rate of labor turnover. The executives change their jobs very frequently in these sectors of the economy. So, these companies undertake regular in-company training. Mostly, the training concentrates on selling skills, learning newer technologies and computer languages or familiarizing with the newer machinery and the gadgets, with which the executives have to work on. Progressive companies like GE have a very comprehensive programme for imparting managerial skills to their executives.



Another emerging area in this sector is the BPO. Since BPOs operate in high-tech areas. So, they have to undertake a comprehensive training activity.

**Programmes organized by management associations, productivity councils, consultants etc.**

Several institutions such as management associations, productivity councils, consultants etc. provide training to the executives. These bodies address to the current problems being faced by the industry and frame the training programmes, which are problem-oriented. The training programmes conducted by such organizations are of the following types:

- Development programmes
- Technique programmes
- Trainee programmes
- Appreciation programmes
- Small industries programmes .

Some of the popular management associations conducting such programmes are All India Management Association (AIMA), Management Associations of cities such as Delhi, Kolkata, Chennai, Mumbai, Chandigarh, Ludhiana, Ahmedabad etc. There are several Productivity Councils such a National Productivity Council, Delhi Productivity Council etc. which also conduct the training programmes for the executives in their catchment areas.

**University Departments**

Besides offering regular MBA and other professional study programmes, several university departments also conduct training programmes for the industry. However, the fact remains that university faculty in most of the universities is less updated on the practical aspects and is more academically oriented. So, they have not been very popular in providing training to the industry. Only a few universities have been able to develop linkages with the industry and are conducting the training programmes successfully, others remain away from the industry.

Besides industry, another major activity of the university departments is the conduct of faculty development programmes and refresher courses aimed at updating the skills of the university



and college teachers. The University Grants Commission has made it mandatory for the teachers to undergo periodical refresher courses. For this purposes, Academic Staff Colleges have been set up by the assistance provided by the UGC. These colleges are located in the universities and conduct refresher and orientation courses in various university teaching departments. The duration of a refresher course is 21 days and that of an orientation course is 28 days. The local resources and pool of knowledge is used for updating the skills of college and university teachers.

Another major technique used by the university departments is the conduct of seminars and workshops. These forums provide an ideal platform for the exchange of ideas and can become a source of knowledge for the participants. Usually, such seminars have industry linkages and offer some tangible advantage to the participants.

### **Programmes conducted by independent institutions**

Management education has grown by leaps and bounds and the most active in this have been the autonomous and independent institutions. They conduct very realistic training programmes in the fields of business and industry. Some of the premier institutions providing training are:

- Indian Institutes of Management
- Indian Institutes of Technology
- Indian Institute of Personnel Management
- Lal Bahadur National Academy, Missouri
- Administrative Staff College of India
- YMCA Institutes
- National Institute of Labour Management
- National Institute of Bank Management
- National Institute of Financial Management
- Indian Institutes of Foreign Trade
- Defence Institute of Work Study





- Institute of Defence Management

The following table enlists the relevant features various training institutes.

**Table 10.1 Features of Training Institutes**

|   | <b>Organizing Agencies</b>                     | <b>Areas of Management</b>  | <b>Distinct Features</b>                    |
|---|--|---|---|
| 1 | In-Company                                     | First training of new entrants and junior/middle level executives | Efforts tend to be indoctrinating           |
| 2 | Management Associations, Productivity Councils | Executives at middle level  | Special skills and techniques               |
| 3 | Universities                                   | Executives at middle level  | Learning process and educational foundation |
| 4 | Independent                                    | Senior and top level executives                                   | Cross-fertilization of ideas                |

### **Critical analysis of training programmes in India**

A lot of research has been done to evaluate the effectiveness of the training programmes and some of the interesting findings of these are:

#### **1. Duplication of effort**

Most of the training programmes have lot duplication. There is a lack of coherence between the training programmes conducted by various institutions. If an executive has attended one training programme, he is unlikely to get a new content if he attends another one on a similar topic. This



erodes the interests of the trainees.

## 2. Far from reality

The training programmes are generally conducted by the academic institutions, who might not have a very good rapport with the industry. So, their training is often far from reality. The academic institutions are particularly guilty of a lack of updation because of typical work conditions prevailing there.

## 3. Conducted by generalists

Very few behavioural scientists engage themselves into the training programmes. So, the training programmes are often conducted by those who do not have the required skills. There are a few institutions which train the tutors, but not all tutors attend these programmes. Lack of basic skills makes their training shallow, which can fail to impress the trainees.

## 4. Improper need identification

There is a big gap in identifying the training needs. Not much homework is done by the organizers of the training programmes on identifying the needs of training. Even the client organizations are not very much aware of their training needs. So, most public sector organizations fail to get any tangible benefits out of a training programme.

## 5. Inadequate training facilities

Even in the times of technological developments, there are areas which might lag in terms of resources for providing training. This can be a major handicap in making training effective.

However, this should not mean that the training initiatives in the early times were ineffective. They played a vital role in the early days and there was a marked improvement in the productivity of the employees in those days. The following case demonstrates how BHEL used Quality Circles as a means of training its employees and were successful in improving their productivity.

### 8.2.6 Newer challenges of training

The winds of change have brought about a paradigm shift in the ethos and philosophy of



training. In Europe, change of outlook was discussed in the mid-eighties and the researchers felt that the training of future should provide for the following features:

- Free the trainer from location constraints
  - Sustain the trainee's motivation and confidence
  - Protect the trainee from mistakes which could damage either him or his organization
  - Encourage self-analysis and insight
  - Eliminate blame and discouragement
  - Be under trainee's control
  - Permit individual valuation and choice in learning
  - Give every trainee to acquire skills which would enrich his future
- The training of twenty-first century has newer challenges, which can be stated as under:

#### Newer training needs

We are living in the age of competition and information technology. So, training has newer needs and objectives to fulfill. There is a lot of pressure on the executives to give some measurable and tangible results. So, the abstract objectives of training also do not hold good. The needs defined for a training programme must be stated in clear measurable terms. The pace of change keeps the need identification also as a dynamic process, which the trainees as well as the trainers must learn.

Newer trainees - The work-force of today has undergone a sea change from what was in the earlier days. The worker of today is highly qualified and technically competent. The training for such workers must address to newer skills, otherwise the trainees might lose interest. There is also a demographic change in the work-force profile. The worker of today comprises of many classes and sub-cultures. There is a high degree of mobility of work-force. A lot of female workers have joined the professional life. All these changes have changed the very approach towards the work. The training programmes of today must fulfill the aspirations of diverse mix of the work-force. At the same time, it must provide a tangible utility to them.



Newer trainers - Training is no longer a service, it has become a profession. There is no dearth of trainers earning in seven digits annually. For them, training is a professional exercise. They are under hurry to take up newer assignment and might not devote much time on one job. The degree of affiliation and commitment to an organization and its assignment is missing. Also, the skill level of the trainers has also undergone a sea change. This makes the job of the planners more demanding, who have to balance the conflicting requirements of the training needs of their organization and the interests of the trainer.

Newer facilities - The age of technology has provided several newer facilities such as power-point presentations, interactive learning systems, remote learning, video conferencing, chatting etc. While these make the learning more meaningful and interesting, but technological gaps can occur at certain points. Some trainees might not appreciate these newer facilities. These facilities might not be available at all locations. Even all trainers might not be comfortable with all types of facilities. The facility planning remains a crucial task, as has been always.

Newer methods of training - There are several newer methods of learning and training. Many trainers are using modular approach to training. Distance learning and online learning are becoming the order of the day. Virtual classrooms are giving way to earlier classes, which confined into the four walls. The trainee can learn at his own convenience. The flexibility of approach makes the entire training process very typical. Newer method does not mean more effectiveness. The trainers have to balance the methods with the needs and capabilities of the trainees.

Newer methods of evaluation - Training is being evaluated differently. There is a lot of pressure on measurable results. So, the tutors have to design their training programmes in such a manner that training exhibits convincing results and the top management continues to support their efforts.

### 8.3 Check your Progress

#### Fill in the blanks

1. When learning in one situation facilitates learning in another situation is called ..... .
2. When learning of one task makes the learning of another task harder- it is known as ..... .



3. Training transfer means that learners are able to ..... their knowledge and skills learned in a training session back to their jobs.
- 4.....refers learning of one activity neither facilitates nor hinders the learning of another task.
5. ....Is the pace and the effectiveness of the process of transferring the training can greatly be increased by focusing on the individuals' mental models, retention of information and comprehension.

## 8.4 Keywords

Moore's Law - This law states that the capacity of the computer chip doubles in every eighteen months. This law is often quoted to highlight the rapid pace of technology change.

In-company programmes - These training programmes are organized in the companies and the trainee undergoes on-the-job training.

Positive transfer - When learning in one situation facilitates learning in another situation, it is known as positive transfer.

Neutral transfer - When learning of one activity neither facilitates nor hinders the learning of another task, it is a case of neutral transfer.

## 8.5 Summary

India has kept pace with the world in terms of economic reforms, and since then, widespread changes have taken place in the Indian work force. However, the biggest challenge before the Indian professionals of today is that they have to keep pace with the changing environment. India has realized the need for training the manpower even in the pre-liberalization days and had built up sizable institutional infrastructure to train and develop the human resources to meet the requirements of the professionals. The institutions providing training to the managerial and non-managerial staff can be divided into four groups - In-company programmes, Programmes organized by management associations, productivity councils, consultants etc., University Departments and the Programmes conducted by independent institutions. These institutions had



their own merits and demerits and catered to the needs of the industry and government departments. Some of the common types of training programmes organized by them included the Development programmes, Technique programmes, Trainee programmes, Appreciation programmes, Small industries programmes etc.

The main problems with the training programmes conducted in India suffer from the maladies such as - duplication of effort, being far from reality, being conducted by generalists, improper need identification, and having inadequate training facilities. The training programmes of the future shall have to free the trainer from location constraints and Sustain the trainee's motivation and confidence. They need to protect the trainee from mistakes which could damage either him or his organization, encourage self analysis and insight and eliminate blame and discouragement. The training programmes of the twenty first century shall be under trainee's control and permit individual valuation and choice in learning. Such an exercise shall give every trainee to acquire skills which would enrich his future.

## 8.6 Self-Assessment Test

- Q1. What do you mean by transfer of training? Also, explain various theories of transfer of training.
- Q2. Discuss the status of training in India before 1991.
- Q3. What institutions are imparting professional training to the business managers?
- Q4. What role do you see for various institutions, which are imparting training to the professional managers?
- Q5. What are the newer changes in the context of training in the present times?

## 8.7 Answers to Check Your Progress

1. Positive Transfer
2. Negative Transfer
3. Training transfer
4. Neutral transfer



5. Cognitive Theory

## 8.8 References/Suggested Readings

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## NOTES

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