
UNIT 5 STAFF TRAINING AND DEVELOPMENT

Structure

- 5.1 Introduction
 - Objectives
- 5.2 Defining Training and Development
- 5.3 Goals and Purposes of Training
- 5.4 Policy and Strategy of Training and Development
- 5.5 Role of a Training Manager
- 5.6 Methods to Assess Training Needs
 - 5.6.1 Audits
 - 5.6.2 Group Responses
 - 5.6.3 Individual Responses
- 5.7 Formulating a Training Objective
- 5.8 Principles of Learning
- 5.9 Training Methods
- 5.10 Evaluation of Training
- 5.11 Design and Administration of a Training Programme
- 5.12 Goals of Management Development
- 5.13 Aims of Management Development Efforts
- 5.14 Principles of Management Development
- 5.15 Techniques of Management Development
- 5.16 Summary
- 5.17 Answers to SAQs

5.1 INTRODUCTION

The importance of training has increased more now than ever before. With liberalisation of economy, trends towards globalisation, competitive pressures for the organisations have increased, calling for better quality of products and services. In this environment of fast changing values and technologies training and development has an important role to play in enhancing performance standards.

In this unit, we will focus on the various dimensions of training and development.

Objectives

After studying this unit, you should be able to

- define training and development.
- enumerate purposes and goals of training and development,
- recognise the role of a trainer,
- recount various methods of defining training needs,
- recount principles of learning,
- describe various methods of training,
- understand ways of evaluating training,
- learn how to design and administer a training programme,
- discuss various concepts of management development, and
- appreciate the techniques of management development.

5.2 DEFINING TRAINING AND DEVELOPMENT

Training can be defined as continuous and systematic development of knowledge, attitudes and skills amongst all levels of employees as well as that of company.

Development refers to a long term educational process which focusses on value orientation. It involves broader education and its purpose is long term development. Development programmes provide wider awareness among participants and provide scope for personal growth.

5.3 GOALS AND PURPOSES OF TRAINING

The basic purposes of training are as follows :

- induction of new employees,
- training of apprentices,
- refresher training
- even out differences among employees,
- training for promotion and career development,
- training for change in jobs,
- training for new jobs,
- training for better performance,
- training for modernisation, and
- training for general organisation development.

Training aims at achieving the following :

- improvement in methods of work, quality of production/service, morale of employees, productivity and wider awareness amongst employees.
- reduction in machine breakdowns, cost of maintenance, rejects and wastage, accidents, grievances and manpower obsolescence.

5.4 POLICY AND STRATEGY OF TRAINING AND DEVELOPMENT

Every organisation should have a training and development policy. The policy should give everyone in the organisation a sense of direction about various issues pertaining to training and development, such as

- What percentage of turnover/profit should be devoted to training and development ?
- Who should be trained ?
- How many days of training per employee ?
- Should the employee be paid during training ?
- Whether training would be done within the plant or outside ?
- Whether to use internal trainers or external trainers or a combination of both ?
- How the training would be evaluated ?

Training Strategy

Each organisation should workout a training strategy to judiciously match and combine the human and material resources, methods and course content of training, aids of training, target population and co-ordinate all of these to achieve the goal of training (Figure 5.1).

Where the judicious matching of the various resources and methods are not done, through an appropriate training strategy, we find that the various training resources go down the drain.

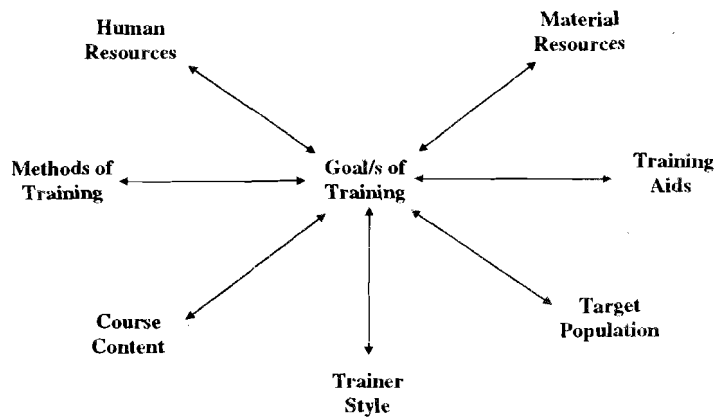


Figure 5.1 : Training Strategy

Activity 1

Visit any organisation you like. Find out about their training policies and write down here :

- | | |
|-----|-----|
| (1) | (2) |
| (3) | (4) |
| (5) | (6) |

If the organisation you visit has no written policy for training, recommend suitable training policies. Write them down here.

- | | |
|-----|-----|
| (1) | (2) |
| (3) | (4) |
| (5) | (6) |

5.5 ROLE OF A TRAINING MANAGER

The role of a training manager is not just arranging training programmes. He combines their jobs in one – that of consultant, administrator and instructor. As manager of training resources, he has to reconcile the conflicts between the task needs of curriculum and personnel and group needs of participants.

5.6 METHODS TO ASSESS TRAINING NEEDS

In general, there are following three broad ways to assess the training needs :

- (1) Audits
- (2) Group Responses
- (3) Individual Responses

5.6.1 Audits

Organisational Audits

At the level of organisation, audits are conducted to know the deficiencies in performance and shortfalls.

Functional Audits

Each function, viz. marketing, finance can be audited to get to know the weak areas and gaps in performance.

Personnel Records

- Grievances – number and kinds.
- Accidents – number and kinds.
- Absenteeism – extent and causes.

Manpower Inventory and Forecast

The gaps between existing and needed manpower in terms of strength and skills are identified.

Skill Inventory

An inventory of skills of existing manpower as well as the aspirations for growth is developed and used for identification of training needs.

5.6.2 Group Responses

Employee Survey through Questionnaire

Employee survey through questionnaire regarding the existing standards and desired standards of knowledge, attitude and skill. The questionnaire can have open ended or as well as close ended questions. The responses are freely written in the case of open ended questions and are difficult to summarise. On the other hand, close ended questions are highly structured responses, to be ticked by the respondents. These kind of questions, though they take less time, restrict the freedom of response of respondents.

Group Brain Storming

Group of personnel get together, do free thinking to generate ideas about what training is needed.

Consultation with Trade Unions

Valuable suggestions can be obtained from trade unions.

5.6.3 Individual Responses

Performance Appraisal

An analysis of employees performance, shows the gaps in performance levels desired and actual and therefrom training needs are identified.

Suggestion Scheme

Suggestions given by personnel can be examined for training needs.

Interviews with Individuals

Interviews can be conducted with individuals, his superiors, his subordinates as well as peers. The interviews can be structured with the help of a schedule of questions to achieve standardisation or they could be unstructured also.

Activity 2

Visit any organisation. Find out various methods they use for identifying training needs. Write them down here.

- (1) (2)
- (3) (4)
- (5) (6)

5.7 FORMULATING A TRAINING OBJECTIVE

To make training effective, it is important to formulate training objective. In real life situation, lots of money, material and manhours get wasted, if the objectives are not clarified. There are three important characteristics of a training objectives.

Terminal Behaviour

The objective has to state the proposed behavioural change that is to be brought about, e.g. to be able to type on the typewriter.

Condition of Performance

The objective has to be state the conditions under which newly acquired behaviour is to be shown, e.g. without looking at the alphabet keys of the typewriter.

Measurement

The objective has to state the criterion/criteria for measurement of such behaviour under such conditions, e.g. (1) at a speed of 30 words/minute (2) with zero errors.

SAQ 1

Write down a training objective in any area you like for following :

Terminal behaviour/new performance expected.

Conditions under which new performance is to be shown.

Measurement of new behaviour.

5.8 PRINCIPLES OF LEARNING

Learning is a relatively permanent change in a behavioural tendency and is the result of reinforced practice.

- Learning has to progress from the simple to complex.
- Repetition of the right behaviour is necessary for learning. More the repetition, greater is the retention (Law of Repetition).
- Success is important to make learning more effective (Law of Effect).
- For learning to be effective, the individual has to be ready and motivated, otherwise the training resources are wasted.
- Feedback to learner about his success in learning improves his motivation.
- People learn more by doing than by hearing alone.
- Learning has to be immediately followed by application otherwise learning is not retained.
- Learning some questions unanswered, causes the learner to think more and increases learning (this is called Zeigarnik effect).
- Trainees learn better when they learn at their own place.
- Learning from earlier experiences can affect later learning.

5.9 TRAINING METHODS

Training can be conducted on the job as well as off the job.

On the Job Training

An employee is placed on a new job and made to learn new skills and habits in the natural work environment through explanations, discussions, charts, diagrams, etc. by supervisor or training instructor.

Off the Job Training

The training is put in a class room, conference room, vestibule or simulated (duplicated) conditions. Simulated conditions are used where on the job training can be expensive as well as can result in injury and costly errors, such as destruction of valuable material or life (such as flying an aircraft).

5.9.1 Some Basic Training Methods

The training can use various training methods, such as

- Lecture Method
- Discussion Method
- Brain Storming Method
- Case Method
- In-basket Method
- Role Play
- Business Game
- Programmed Instruction

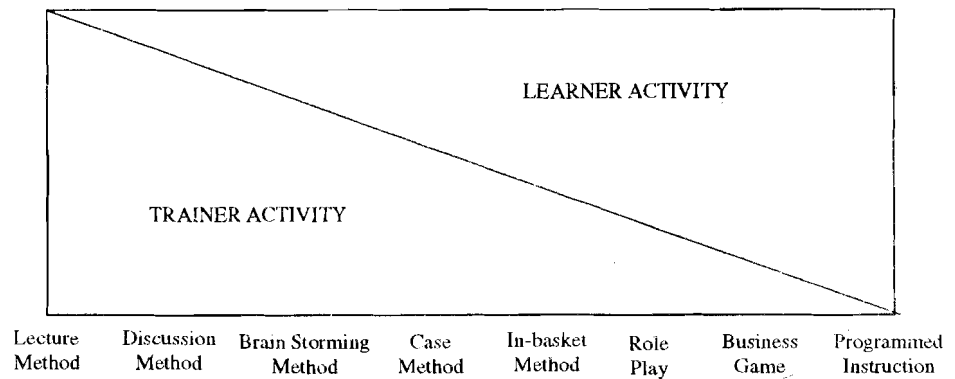


Figure 5.2 : Activity Rectangle

If you observe the above given rectangle, you will find that trainer activity decreases as one moves from left to right and participant activity increases as one moves from left to right. It has been observed that more active the learner the more effective the learning. We will now have a close look at each of the methods.

Lecture Method

This method is useful to give knowledge on specific topics and theories can be used both in small as well as large groups.

- Advantage** : Simple and flexible.
- Limitations** : Difficult to know whether the participants are understanding.
- Some Good Practices** :
- Structure the lecture.
 - Give an outline at the beginning and summarise towards the end.
 - Maintain eye contact with all sections of audience.

Discussion Method

This method involves purposeful conversation and deliberation about a topic of mutual interest under the guidance of a leader.

- Advantage** :
- Can judge the level of understanding of group.
 - Learning is more effective because it is participative.
- Limitations** :
- Difficult to keep discussion on track.
 - Debate may go out of control.
- Some Good Practices** :
- Plan the discussion.
 - Encourage shy persons.
 - Control talkative members.

Brain Storming Method

Group of people sit together and generate ideas regarding any topic, with suspended judgement. Basic assumption is that one idea leads to another and group can come up with large number of ideas.

- Advantage** : Creative imagination is multiplied in group thinking.
- Limitations** : May go out of control if not well coordinated by a facilitator.
- Some Good Practices** :
 – Use visual display for suggestions generated.
 – Suspend judgement of ideas.

Case Method

A case is a faithful reproduction of what happened in an actual situation, a real life problem, names of people and places may be distinguished. Pros and cons of various issues are discussed to improve learning. There is no single correct solution to any case problem.

- Advantage** :
 – Stretches out the frontiers of their mental capacity.
 – Broadens and simulates the trainees mind.
 – Promotes analytical thinking and problem solving ability.
- Limitations** :
 – Writing case studies is difficult.
 – Not enough case studies are available to represent real life situations.
- Some Good Practices** :
 – Incomplete films can be presented as cases, to improve learner's involvement.
 – A written or oral account of an incident which has actually occurred can be very effective in learning.

In-basket Method

The in-basket is a simulation of a managers work load on a typical day, to see how the trainee handles a sequence of problem in a given situation. The decision making is followed by a discussion, for evaluation and feedback.

- Advantages** :
 – Behaviour samples representing months or even years of performance can be obtained in a short period of time.
 – Trainees feel interested and involved.

Role Play

This is a method of human interaction which involves realistic behaviour in a imaginary or hypothetical situation. Also known as socio-psycho drama. The situation generally chosen are salesman making a presentation to a customer, disciplining a subordinate, conducting a post appraisal interview, selection interview, etc.

- Advantage** :
 – Helps focussing on attitudes communication style.
 – Enables micro-teaching.
- Limitations** :
 – Very time consuming and expensive.
- Good Practices** :
 – Present a real life situation with enough room for flexibility.
 – Discuss both good points and bad points for effective discrimination.
 – Use a video camera and use the technique of fractional replay.

Business Game

A business game can be defined as a dynamic sequential management decision simulation exercise. Business game depicts organisational dynamics. The players while playing the game experience the various inter-related factors of real life organisation.

- Advantage** :
 – High involvement of learners.
 – Participants learn the lessons by themselves under the right influence of trainer.
- Limitations** :
 – It is difficult to build a business game.
 – Takes up considerable amount of training time.
- Good Practices** :
 – Processing of results and feedback should be quick to enable learning.
 – Participants on their own should sum up what they have learnt.

Programme Instruction

This method involves presentation of bit by bit information – each bit building upon the previous bit and also a mechanism for presenting this series of bits along with a system of evaluation for checking the gain in knowledge of trainee. The trainee can move to the next bit after successfully learning the previous bit.

- Advantage** : – The trainee learns by himself. There is no need for the presence of a trainer.
 – The programmed instruction can reach geographically remote areas.
 – Trainee involvement is high.

Limitations : Very difficult and time consuming to prepare.

Good Practices : Bits of information have to be arranged in proper sequence, otherwise it can be confusing to the trainee.

Activity 3

Visit any organisation and find out the following details and write them down :

	Name of Training Programme	For whom meant	Training methods used
(1)			
(2)			
(3)			

5.10 EVALUATION OF TRAINING

Each training programme even when it is being planned, should have a provision for evaluation. The question to be answered is – Is the training programme achieving the results it has set for itself ?

The evaluation can be done at the following levels :

- (1) Reaction Level : Whether the participant had liked the programme or not.
- (2) Learning Level : Whether participant learnt the knowledge and skills intended.
- (3) Job Behaviour Level : Whether the participant is able to apply the skills and knowledge learnt at his work.
- (4) Organisation Level : Has there been any improvement in production, productivity and quality ?

This can be done through questionnaires/interviews or personal observation of the individual himself, his superiors, his peers and his subordinates. All these methods have been discussed in the section on assessment of training need also.

Activity 4

Visit any organisation, collect as many tools of evaluation of training as possible (questionnaires, interview schedules, etc.) and describe them.

SAQ 2

Discuss various methods of training with examples.

5.11 DESIGN AND ADMINISTRATION OF A TRAINING PROGRAMME

Analyse the Overall System

Study the environment in which the learning is taking place.

Analysis of Task/Job

Analyse the task or job to decide what to teach (training-needs).

Define Target Population

Study the background, strengths and weaknesses of trainees.

Defining Training Objectives

- Define terminal behaviour expected.
- Define conditions under which the terminal behaviour is to be performed.
- Define measurement of behaviour.

Course Construction

- Define syllabus.
- Analyse and synthesise contents.

Determine Training Strategy

- Check for compatibility between training goals, objectives, trainer style, course constructed, characteristics of target population.
- Judiciously match each of these variables with one another to construct an appropriate strategy.

Build Test for Evaluation

- At selection level
- At learning level
- At application level
- At organisation performance level

Implementation

- Actual conduct of the programme.

5.12 GOALS OF MANAGEMENT DEVELOPMENT

Every organisation has to continuously work to develop the potential of all their managers to enable them to face the challenges arising out of rapid technological and social changes and increasing competition.

To understand and adjust to changes in socio-economic forces, including changes in public policy, concept of social justice, industrial democracy, problems of ecology, problems of working environment, etc.

5.13 AIMS OF MANAGEMENT DEVELOPMENT EFFORTS

- To ensure availability of required managerial manpower with required skills to meet the present and anticipated future needs of the business.
- To enable the managers to grow continuously to shoulder greater and greater responsibility.

Aims of management development at various levels :

- **Top Management**
 - To understand the political, economical, social and technological forces operating in the environment.
 - To broaden the vision regarding role and position, both within and outside organisation.

- **Middle Management**
 - To appreciate the executive functions and responsibilities.
 - To bring about an awareness of broad aspects of management problems.
 - To develop leadership skills.
 - To learn problem solving skills.
- **Executive Development**
 - To improve knowledge of business functions.
 - To increase proficiency in management functions.
 - To learn problem solving skills.

Building a suitable organisational culture in the organisation is necessary for management development. The activities of training, counselling, delegation and communication, the way the people are treated, extent of delegation of authority, opportunity for experimenting, risk taking, etc. make a difference to management development.

5.14 PRINCIPLES OF MANAGEMENT DEVELOPMENT

- There is generally a gap between potential and actual performance. Through management development, potential can be actualised.
- Management development can be achieved by carefully formulating objectives and working towards actualising them.
- Development efforts are to continue throughout the executives' career.
- Personal development can be achieved by understanding self as well as others.
- Participation is essential for growth. Spoon feeding seldom brings significant or lasting improvement.
- Feedback from a superior to subordinate and from a group to an individual is necessary for the recognition of short-comings and for keeping oneself in touch with the progress that has been achieved.

5.15 TECHNIQUES OF MANAGEMENT DEVELOPMENT

Some selected techniques of management development are briefly discussed below :

Coaching and Counselling

Superior officer becomes a mentor, helping to define learning goals, to learn how others see their behaviour, learn new modes of behaviour which can be more effective in goal achievement.

Life and Planning Activities

These activities help individuals to focus on life and career objectives, assessment of capabilities and identify training needs.

'T' Groups

Training groups focussing and mirroring individual attitudes and values to create increased awareness/sensitivity to emotional reactions in himself and others to learn consequences to his actions and behaviour.

Team Building Interventions

To help group of individuals to know what hinders individuals to work effectively as a team, focus on improvement of interpersonal skills as well as clarify goals.

Management by Objectives (MBO)

The superior and subordinate pairs across the board, continuously set goal and assess achievement in harmony with major organisational goals.

Job Rotation

Individuals move from job to job to experience the problems and opportunities in other jobs.

Job Enrichment

The job is enriched by adding higher levels of responsibility as well as improving task identity, task variety, skill variety autonomy and feedback about results.

Role Analysis Techniques

Role incumbent interacts with all the people occupying roles of concern to his role (role set) and clarifies his as well as expectations of others and works out ways to meet expectations.

Personality Development Workshops

The workshops provide insights about human behaviour, bettering communication styles, etc.

Activity 5

What management development programmes have you attended so far. State the benefits derived from each programme.

Name of the Programme	Benefits Derived
(1)	
(2)	
(3)	

5.16 SUMMARY

This unit gives a comprehensive outline of the training function in organisations. The unit focusses on the role of a Training Manager, methods to assess training needs and formulation of a training objectives. The unit presents advantages and disadvantages of various training methods and focusses on design and administration of training programmes and their evaluation. The unit also presents an outline of principles and techniques of management development.

5.17 ANSWERS TO SAQs

Refer the relevant preceding text in the unit or other useful books on the topic listed in the section "Further Reading" to get the answers of the SAQs as well as guidance for performing the given activities.

FURTHER READING

- Mintzberg H. (1975), *The Manager's Job : Folklore and Fact*, Harvard Business Reviews, July-August, pp 49-61.
- Stoner, R. J. (1978), *Management*, Prentice Hall, Englewood, New Jersey.
- Taylor, F. W. (1913), *The Principles of Scientific Management*, Harper & Row, New York.
- McGregor D. (1960), *The Human Side of Enterprise*, McGraw Hill, New York.
- Dale E. (1967), *Organization*, American Management Association, New York.
- French R. P. & Raven, B. (1959), *The Bases of Social Power*, Study in Social Power, University of Michigan, pp 150-167.
- Strong, E. P. & Smith R. D. (1968), *Management Control Models*, New York, Holt, Rinehart Winston.
- Burns T. and Stalker, G. M. (1961), *The Management of Innovations*, London Tavistock Publications.
- Blake R. R. & Mouton, J. S. (1969), *Building a Dynamic Corporation through Grid Organization*, Development Reading Mass, Addison Wesley.
- Glueck, W. F. (1977), *Management*, Dryden Press, Illinois.
- Pareek, Udai and Rao, T. V. (1988), *Handbook for Trainers in Educational Management*, UNESCO Regional Office, Bangkok.
- Fielder, F. L., Chemers, M. M. and Mahar, L. (1976), *Improving Leadership Effectiveness*, Wiley.
- Stoner, James and Freeman, Edward (1989), *Management*, Printice Hall, 1989.
- Bellin, Merediath (1981), *Management Teams, Why They Succeed or Fail*, Heinmann.
- Adhikary, M. (1986), *Economic Environment of Business (Chapter I & VIII)*, S. Chand & Sons, Delhi.
- Tata Economic Consultancy Service, *Business Environment : Special Report to Management*.
- Dutt & Sunderam (1996), *Indian Economy*.
- Dubrin, Andrew J. (1974), *Fundamental of Organizational Behaviour, An Applied Perspective*, Pergannon Press Inc., New York, 1974.
- Herzberg F. (1974), *Work and the Nature of Man*, Cleveland World Pub Co.
- Mcclelland, D. C. and Winter, D. G. (1969), *Motivating Economic Achievement*, Free Press.
- Maslow, A. H. (1954), *Motivation and Personality*, New York.
- Pareek Udai (1988), *Organisational Behaviour*, Rawat Publications, Jaipur.