LESSON NO. 1   AUTHOR: ROHIT KUMAR MARKAN

TRAINING PROCESS- AN OVERVIEW, ROLE, RESPONSIBILITIES & CHALLENGES TO TRAINING MANAGERS

STRUCTURE

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1.0   OBJECTIVES

- To study the training process in the organization.
- To study the role, responsibilities and challenges faced by training managers in organizing training function in the organization.

1.1   INTRODUCTION

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

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

In other words training improves, changes, moulds the employee's knowledge, skill, - behavior, aptitude, and attitude towards the requirements of the job and organization. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization, to acquire and apply the knowledge, skills, abilities and attitudes needed by a particular job and. organization.

Training is the art of increasing knowledge & skills of an employee for doing a particular job. (By Flippo) Training is the intentional act of providing means for learning to take place. (By Planty) Training tries to improve skills or add to the existing level of knowledge so that the employees is better equipped to do his present job or to prepare him for a higher position with increased responsibility and are also able to cope with the pressures of a changing environment.

Training is a systematic process of changing the behavior, knowledge and attitude to bridge gap between employee characteristics and organization expectations.

Thus, training bridges the differences between job requirements and employee's present specifications

1.2   OBJECTIVES OF TRAINING

Generally, line managers ask the personnel manager to formulate the training policies. The personnel Manager formulate the following training objectives in keeping with the Company's goals and objectives:

(a)   To prepare the employee both new and old to meet the present as well as the changing requirements of the job and the organization.

(b)   To prevent obsolescence.

(c)   To impart the new entrants the basic knowledge and skill they need for an intelligent performance of definite job.

(d)   To prepare employees for higher level tasks.

(e)   To assist employees to function more effectively in their present positions by exposing them to the latest concepts, information, techniques, and developing the skills they will need in their particular fields.

(f)   To build up a second line of competent officers and prepare them to occupy more responsible positions.

(g)   To broaden the minds of senior managers by providing them with opportunities for an interchange of experiences within and outside with a view to correcting the narrowness of outlook that may arise from .over specialization.

(h)   To develop the potentialities of people for the next level job.

(i)   To ensure smooth and efficient working of a department.

(j)   To ensure economicaloutputof required quality.

(k)   To promote individual and collective morale, a sense of responsibility, co-Operative attitudes and good relationships

Self-Check Questions (MCQs)

1.   What is the primary goal of employee training in an organization?
     A)   Maintaining current job specifications
     B)   Improving employee skills and knowledge
     C)   Reducing job responsibilities
     D)   Minimizing organizational goals

2.   According to the objectives of training, what does it aim to achieve regarding employee development?
     A)   Narrowing employee perspectives
     B)   Preventing employee promotions
     C)   Enhancing employee capabilities
     D)   Limiting skill sets among employees

3.   How does training contribute to organizational success?
     A)   By hindering departmental efficiency
     B)   By limiting employee morale
     C)   By bridging gaps between job requirements and employee skills

D) By reducing job opportunities for employee

4. Which statement aligns with the purpose of employee training?
    A) Sustaining outdated skills among employees
    B) Reducing job efficiency
    C) Preparing employees for higher-level responsibilities
    D) Creating a sense of isolation among employees

5. What is a key aspect of training for organizational success?
    A) Stifling employee growth
    B) Promoting employee dissatisfaction
    C) Developing employee potential
    D) Limiting employee exposure to new concepts

1.3 TRAINING AS AN OPEN SYSTEM

Many open systems exist as part of another open system, and are called subsystems of the larger system. For example, a product assembly system is a subsystem of a manufacturing system, which itself is a subsystem of the company, which is a subsystem of the industry, and so on. In the open systems model, training can be seen as a subsystem within the larger system of HR, which is a subsystem of the company. The organization's mission, strategies, resources, and the like all represent sources of input into the training subsystem. Of course, if the training department is part of a larger HR function, then these inputs would be filtered through that system. Organizational inputs are translated by the training subsystem into usable input such as organizational and employee needs, training budgets, staff, equipment, and so forth. The input is utilized to produce the output of the training system (improved KSAs, job performance, and so on). This illustration shows how interconnected the training activities are with what is happening in the organization as a whole. Unless training takes into account and meets the expectations of the business, the business will institute sanctions on the training system (e.g., reduced budgets, staff, and other resources) rather than providing it with more desirable inputs.

TRAINING: A PROCESS

Implied in the open systems model, training is a process, not just a program or a set of programs. To be sure, training does consist of programs. When a particular training need is identified, a training program may be developed to address that need. However, prior to this point the organization invested money in the training function, for which it expects a favorable return. At The end of the year the organization will determine how favorable the returns have been and determine what its next investment will be. Thus, viewing training as simply a program or set of programs is too short-sighted. Effective training is about meeting organizational needs, not just conducting training programs. When training is viewed as a set of integrated processes in which organizational and employee needs are analyzed and responded to in a rational, logical, and strategic manner, the organization will improve and is likely to invest in further training. Our model of training Processes, depicted in Figure reflects this approach.
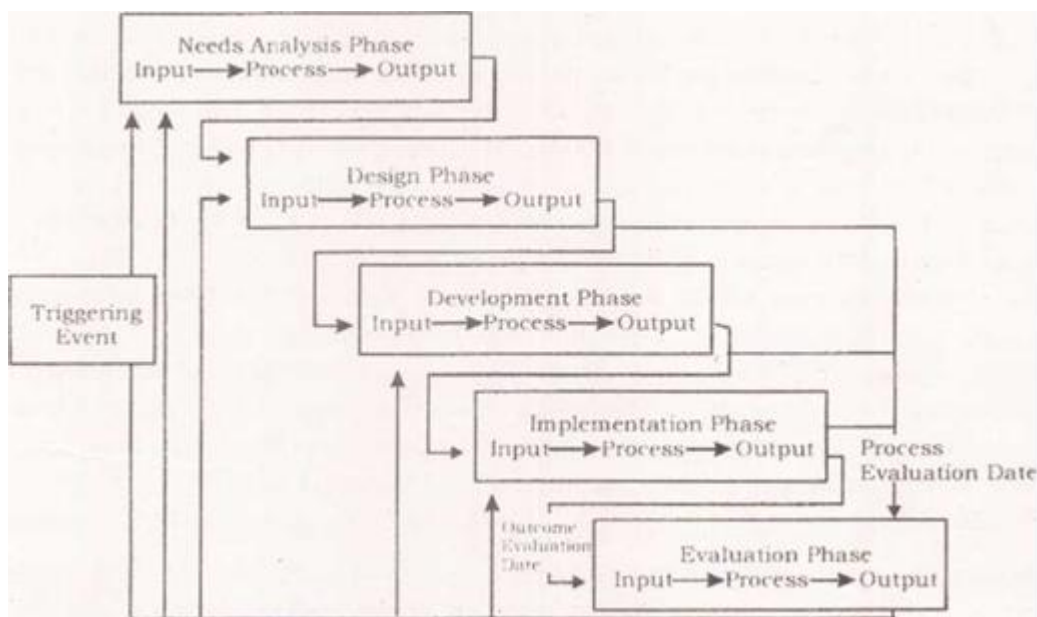
Fig: 1 Training Process Model

The training process begins with some type of triggering event. The triggering event is the recognition of an organizational performance deficiency (OPD). When the actual organizational performance (AOP) is less than the expected organizational performance (EOP), OPD exists.

Training is defined as learning that is provided in order to improve the performance on the present job. Performance on the job means how skillfully the individual handles the job and the level of outcomes/results achieved.

A person's performance is improved by showing how' to master a new or established technology. The technology may be a piece of heavy machinery, a computer, a procedure for creating a product, or a method of providing a service. If you don't know where you are going, any road will take you there," -said Lewis Carroll in Alice's Adventure in Wonderland (1865).

Training has to be imparted in a systematic manner in order to be effective and bring about the desired results in terms of enhanced knowledge, skills and attitudes.

The training is imparted through a 5-step process given below:

Analysis Phase: An effective business is one that is able to scan its environment and determine the products and services it can provide to meet customer or market needs. Similarly, an effective training system begins with a determination of customer needs in the needs analysis phase. In this case the first customer is the organization. These needs show up as performance deficiencies. A performance deficiency would be indicated by the things such as profitability short falls, low levels of customer satisfaction, or excessive scrap. These are deficiencies that reflect the current state of the company. A performance deficiency can also exist if the company is likely to perform poorly in the future unless changes are made. For example, when the ISO 9000 certification standards first came out, organizations wishing to do international business had an anticipated performance deficiency. They would lose business unless they were able to achieve certification by a certain date. On an individual level, when a manager is not able to perform some aspect of his current job at an acceptable level a performance deficiency would exist.

Once performance deficiencies are identified, the cause must then be determined. If the deficiency is caused by inadequate KSAs, then training becomes a way to satisfy the need. Because not

all performance problems are due to KSA deficiencies, those problems for which training will be beneficial must be shifted from those for which training would not help. Performance deficiencies that are caused by motivation or equipment, for example, require a different solution. The performance deficiencies to be addressed by training are then prioritized. This process of data gathering and causal analysis to determine which performance problems should be addressed by training is termed training needs analysis (TNA). To conduct the TNA information needs to be collected from the organization as a whole, from the operational areas where problems exist, and from the people within the operational areas. The information collected is the input to the analysis phase. Output of the analysis phase consists of identification of training and non training needs and their priorities. Non training needs become inputs to other functional areas (for example, compensation and rewards, labor relations, organizational development, etc. Training needs become the inputs to the design phase, where the training objectives are developed.

Design Phase: In addition to the training needs identified in the TNA, additional inputs to the design phase are developed from the organizational and operational analysis. These inputs include both the constraints placed on training and areas of expected support. Constraints and support occur in relation to things such as organizational plans, resources, and business cycles. Another set of inputs is derived from theory and research on learning; these inputs are used in the design of training programs to facilitate learning and the transfer of the learning back of the work site. Training objectives, that is, the outcomes a particular training program is to achieve, are developed as part of the design process, by examining training needs in relation to the identified organizational constraints and support. These objectives specify the employee and organizational outcomes that should be achieved as a result of training. The second part of the design process is identifying the factors needed in the training program to facilitate the learning and its transfer back to the job, including identifying alternative methods of instruction. The factors needed to facilitate learning and transfer of learning as well as the alternative methods of instruction become inputs to the development phase of the training system. The training objectives become inputs to the evaluation phase. As you perhaps noticed, the evaluation process begins after identifying evaluation objectives and is conducted concurrently with the other phases of the training system. However, for convenience we discuss evaluation after discussing all the other phases of the training process.

Development Phase: Program development is the process of formulating an instructional strategy to meet a set of training objectives. The instructional strategy consists of the order, timing, and combination of elements to be used in the training program. Inputs into this phase arc provided by the design phase and include the alternative instructional methods and the information relating to learning facilitation and transfer. All elements of a particular training program are determined during the development phase. The specific content, instructional methods, materials, equipment and media, manuals, and facilities are integrated into a training plan designed to achieve the training objectives. These outputs of the development phase serve as inputs to the implementation phase.

Implementation Phase: All the aspects of the training program come together during the implementation phase; however, it is a mistake to assume that everything will happen as planned. Therefore, it is useful to conduct a dry run of the training, similar to a dress rehearsal for a play, allowing the trainee to become familiar with the facility, equipment, and materials with no actual trainees present. A useful next step in the implementation process is a pilot training group, consisting of a small number of trainee's representative of the larger population. Although the trainer is usually not at liberty to make major deviations from the training plan, many opportunities may be available to influence the effectiveness of the training. Trainee reactions to the training. How much they learn and process evaluation data allow the trainer to identify areas of self- improvement. In addition, improvements to the training strategy can be identified from the pilot group evaluations. Once these refinements are made, the training is ready for full implementation.

The output of the implementation phase is the actual training that is conducted, the trainees' responses to training, their learning, their behavior back on the job, and its effect on key organizational outcomes. These outcomes combined with process evaluations are fed back to the appropriate constituencies within the training area and the rest of the organization, thus completing the evaluation phase.

Evaluation Phase: Although we discuss this phase of the model last, it actually begins during the development phase. Recall that evaluation objectives are an output of the design phase. These outputs become inputs to the evaluation phase. Another input is the organizational constraints. The design of the training program (lecture, role-plays, and simulations) will dictate significant portions of the evaluation strategy. All of these inputs come together to determine the evaluation strategy and design. Carrying out the strategy and design results in two possible outputs: process results and content results. These outputs derive from the types of evaluation that are useful for training: process evaluation and outcome evaluation.

Process evaluation: is a determination of how well a particular process achieved its objectives (i.e., outputs). Each phase of the training process model constitutes a process with inputs and outputs. For example, in the analysis phase a process evaluation would be concerned with the accuracy and completeness of the organizational, operational, and personal data collected. It would also determine whether the data were interpreted accurately, whether the cause of performance discrepancies was identified accurately, and whether the training objectives reflected all the key training needs that were feasible to address. Logical rather than statistical analysis is used for this type of evaluation. Collecting and analyzing process data can provide early warning of potential problems in the training program.

Outcome evaluation: is conducted at the end of training to determine the effects of training on the trainee, the job, and the organization, using the training objectives as the standard. Outcomeevaluation can also be used to improve training processes. Outcome evaluation data by themselves do not provide enough information for program improvement, but in combination with process evaluation data they serve as a powerful tool for improving programs.

By examining outcome evaluation results from the first presentation of the course, you can determine whether all the training objectives were achieved. If they were, you can be fairly comfortable that the training processes are working as they should. However, if one or more objectives are not achieved, the training process evaluation data can then be used to identify problems in the process and corrective action can be taken.

Recall that British Airways developed standards for training outcomes, standards for consistency in the training approach, and standards for the trainer's professional capabilities. This evaluation of both process and outcomes allowed British Airways to improve not only their customer service, but also the effectiveness and efficiency of their training. Such an approach creates a continuous improvement process for training that is integrated with the continuous improvement of other organizational systems.

Self-Check Exercise (Fill in the Blanks)

6. In an open systems model, training can be viewed as a _____ within the larger system of HR, which is a subsystem of the company.
7. Training is considered a _____, involving integrated processes focused on addressing organizational and employee needs in a strategic manner.
8. The training process begins with the identification of _____, indicating organizational performance discrepancies.
9. The analysis phase of the training process involves the determination of customer needs, which show up as _____ within the organization.

10. HRD professionals are responsible for coordinating _____ programmes to ensure managers and supervisors have the necessary skills for effectiveness.

1.5 ROLE, RESPONSIBLITIES AND CHALLENGES TO TRAINING MANAGERS

The views of leading management commentators suggest that the status of training should be enhanced. The role of the trainer will become increasingly demanding as more complex management and interpersonal skills are required in less rigid, less hierarchical, organizational structures. Every manager will need to develop new skills to deliver effectively, and this applies equally to the training manager. A manager, in the first place, sets objectives. He determines what the objectives should be. He determines what the goals in each area of objectives should be. He decides what has to be done to reach these objectives. He makes' the objectives effective by communicating them to the people whose performance is needed to attain them.

Second: a manager organizes. He analyses the activities, decisions and relations needed. He classifies the work. He divides it into manageable activities and further divides activities into manageable jobs. He groups these units and jobs into an organizational structure. He selects people for the management of these units and for the jobs to be done.

Next: a manager motivates and communicates. He makes a team out of the' people that are responsible for various jobs. He does that through the practices with which he works. He does it in his own relations to the men with whom he works. He takes decisions on pay, placement and promotion through constant communication, to and from his subordinates, and to and from his superior, and from his colleagues.

The fourth basic: element in the work of the manger is measurement. The manager establishes yardsticks; few factors are as important to the performance of the organization and to every man in it. He sees to it that each man has measurements available to him which are focused on the performance of the whole organization and which, at the same time, focus on the work of the individual and help him do it. He analyses, appraises and interprets performance. As in all other areas of his work, he communicates the meaning of the measurements and their findings to his subordinates, superiors, and to colleagues.

Training and development (T & D) focuses on changing or improving the knowledge, skills, and attitudes of individuals. Training typically involves providing employees the know4edge and skills needed to do a particular task or job, though attitude change may also be attempted. Developmental activities, in contrast, have a longer-term focus on preparing for futurework responsibilities, while also increasing the capacities of employees to perform their current jobs.

T & D activities begin when a new employee enters the organization, usually in the form of employee induction & orientation and skills training. Employee orientation is the process by which new employees learn important organizational processes, values and norms, establish working relationships, and learn how to function within their jobs. The HRD staff and the hiring supervisor generally share the responsibility for designing the orientation process, conducting general orientation sessions, and beginning the initial skills training. Skills and technical training programmes are organized to teach the new employee a particular skill or area of knowledge.

Once new employees have become proficient in their jobs through imparting Training, HRD activities should focus more on developmental activities -specifically, coaching and counseling. In the coaching process, individuals are encouraged to accept responsibility for their actions, to address any work-related problems, and to achieve and sustain superior performance. Coaching involves treating employees as partners in achieving both personal and organizational goals. Counseling techniques are used to help employees deal with personal problems that may interfere with the achievement of these

goals. Counseling programmes may address such issues as stress management, fitness, nutrition, and weight control.

HRD professionals are also responsible for coordinating management training and development programmes to ensure that managers and supervisors have the knowledge and skills necessary to be effective in their positions. These programmes may include supervisory training, job rotation, one-day seminars, or external courses. A current challenge for HRD professional is to plays more strategic role in the functioning of their organization. Progress should be made in moving towards a more "strategically integrated HRD".

HRD executives and professionals should demonstrate the strategic capability of HRD in three prime ways:

A) directly participating in their organization's strategic management process,
B) providing education and training to line managers in the concepts and methods of strategic management and planning, and
C) providing strategic training to all employees in a way that is aligns with the goals and strategies of the organization.

1.6   SUMMARY

Training faces increasing demands to demonstrate results in terms of return on investment. With these demands come increased opportunities for the training function to influence the direction and operations of the company. Changing demographics, the steadily increasing competitiveness of the marketplace, high demand for and short supply of knowledge workers, and customer demands for high-quality products and services all challenge companies and their training departments. Important concepts and terms in the field of training were defined and discussed including learning, the three types of knowledge, two levels of skill, and attitudes. The manner in which attitudes affect motivation which in turn affects behavior was explained. Though differing opinions exist in the field of training about what constitutes training versus development and education, training in this text will be considered to be the experiences provided to people that enable them to learn job-related KSAs. Education will be considered to be the experiences that enable people to learn more general KSAs that are related to, but not specifically tailored to.

1.7 KEYWORDS

Open Systems Model: A conceptual framework illustrating interconnectedness between training subsystems and larger organizational structures.

Training Process: A systematic approach involving phases such as analysis, design, development, implementation, and evaluation to address organizational performance gaps.

Performance Deficiencies: Indications of suboptimal organizational performance compared to expected standards, prompting the need for training interventions.

Design Phase: Stage in the training process involving the development of objectives and methods based on organizational constraints and learning theories.

Implementation Phase: The stage where planned training programs are executed, often including trial runs and pilot groups to refine the process.

HRD Responsibilities: Involvement in employee induction, skills training, coaching, and counseling while ensuring strategic alignment with organizational

1.8 SHORT ANSWER QUESTIONS

1. What is the primary focus of training in an organization, according to the text?

2. Explain the role of the manager in the training process, as highlighted in the content.

3. Define TNA and its significance in the training process.

4. What are the key elements of the training process model described in the text?

5. What are the challenges faced by HRD professionals in playing a more strategic role?

1.9 LONG ANSWER QUESTIONS

1. Describe the stages involved in the training process model and explain how each contributes to effective training outcomes.

2. Discuss the relationship between organizational performance deficiencies and the identification of training needs. How does this process contribute to training effectiveness?

3. Explain the distinction between training and development as outlined in the text. Provide examples to illustrate each concept.

4. Elaborate on the responsibilities of training managers in coordinating management training and development programs. How do these programs contribute to organizational effectiveness?

5. Evaluate the evolving role of HRD executives and professionals in organizations, emphasizing their strategic involvement. How can HRD demonstrate strategic capability in an organization's functioning?

1.10 REFERENCES

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1.11 SELF-CHECK QUESTIONS(ANSWER KEY)

1. B) Improving employee skills and knowledge
2. C) Enhancing employee capabilities
3. C) By bridging gaps between job requirements and employee skills
4. C) Preparing employees for higher-level responsibilities
5. C) Developing employee potential
6. Subsystem
7. Process
8. Performance deficiencies
9. Performance deficiencies
10. Management training

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ORGANISATION AND MANAGEMENT OF
TRAINING FUNCTION

2.0   OBJECTIVE
    After reading this chapter, the student should be able to:
    1.   Identify the need for training
    2.   Define the terms training, development and education
            3.   Discuss the relationship between training and various learning principles
    4.   Outline the areas and types of training

5.   Describe the systems approach to training

6.   List the various training methods that are currently employed

7.   Evaluate the effectiveness of training programme

2.1   INTRODUCTION

Human resource development has in recent years become the focus of attention of planners, policy makers and administrators. Human resource development may be defined as the process of increasing the knowledge, skills and capacities of people. It is important not only for an enterprise but for a nations to develop its human resources.

After employees have been selected for various positions in an organisation, training them for the specific tasks to which they have been assigned assumes great importance. It is true in many organisations that before an employee is fitted into a harmonious working relationship with other employee, he is given adequate training. Training is the act of increasing the knowledge and skills of an employee for performing a particular job. The major outcome of training is learning. A trainee learns new habits, refined skills and useful knowledge during the training that helps him improve performance. Training enables an employee to do his present job more efficiently and prepare himself for a higher levels job.

2.2   FEATURES OF TRAINING

1. Increases knowledge and skills for doing a particular job; it bridges the gap between job needs and employee skills, knowledge and behaviors.

2. Focuses attention on the current job; it is job specific and addresses particular performance deficits or problems.

3. Concentrates on individual employees; changing what employees know, how they work, their attitudes toward their work or their interactions with their co-workers or supervisors.

4. Tends to be more narrowly focused and oriented toward short-term performance concerns.

2.3   TRAINING VS DEVELOPMENT

Training often has been referred to as teaching specific skills and behaviour. It is usually reserved for people who have to be brought up to performing level in some specific skills. The skills are almost always behavioral as distinct from conceptual or intellectual.

Development, in contrast, is considered to be more general than training and more oriented to individual needs in addition to organizational needs and it is most often aimed toward management people. There is more theory involved with such education and hence less concern with specific behaviour than is the case with training. Usually, the intent of development is to provide knowledge and understanding that will enable people to carry out non-technical organizational functions more effectively, such as problem solving, decision-making and relating to people.

2.4   TRAINING VS EDUCATION

The term 'education' is wider in scope and more general in purpose when compared to training. Training is the act of increasing the knowledge and skills of an employee while doing a job. It is job-oriented (skill learning). Education, on the other hand, is the process of increasing the general knowledge and understanding of employees. It is a person-oriented, theory-based knowledge whose main purpose is to improve the understanding of a particular subject or them (conceptual learning). Its primary focus is not the job of an operative. Education is imparted throughschools or colleges and the contents of such a programme generally aim at improving the talents of a person. Training is practice-based and company-specific. However, both have to be viewed as programmes that are complementary and mutually supportive. Both aim at harnessing the true potential of a person/employee.

2.5 IMPORTANCE

Training offers innumerable benefits to both employees and employees. It makes the employee more productive and more useful to an organisation. The importance of training can be studied under the following heads:

2.5.1 Benefits to the business

1. Trained workers can work more efficiently.
2. They use machines, tools, materials in a proper way. Wastage is thus eliminated to a large extent.
3. There will fewer accidents. Training improves the knowledge of employees regarding the use of machines and equipment. Hence, trained workers need not be put under close supervision, as they know how to handle operations properly.
4. Trained workers can show superior performance. They can turn out better performance. They can turn out better quality goods by putting the materials, tools and equipment to good use.
5. Training makes employees more loyal to an organisation. They will be less inclined to leave the unit where there are growth opportunities.

2.5.2 Benefits to the employees

1. Training makes an employee more useful to a firm. Hence, He will find employment more easily.
2. Training makes employees more efficient and effective. By combining materials, tools and equipment in a right way, they can produce more with minimum effort.
3. Training enables employees to secure promotions easily. They can realise their career goals comfortably.
4. Training helps an employee to move from one organisation to another easily. He can be more mobile and pursue career goals actively.
5. Employees can avoid mistakes, accidents on the job. They can handle jobs with confidence. They will be more satisfied on their jobs, their morale would be high.

This, training can contribute to higher production, fewer mistakes, greater job satisfaction and lower labour turnover. Also, it can enable employees to cope with organizational, social and technological change. Effective training is an invaluable investment in the human resources of an organisation.

2.6 LEARNING PRINCIPLES: THE PHILOSOPHY OF TRAINING

Training is essential for job success. It can lead to higher production, fewer mistakes, greater job satisfaction and lower turnover. These benefits accrue to both the trainee and the organisation, if managers understand the principles behind the training process. To this end, training efforts must invariably follow certain learning-oriented guidelines.

2.6.1 Modelling:

Modelling is simply copying someone else's behaviour. Passive classroom learning doesnot leave any room for modelling. If we want to change people, it would be a good idea to have videotapes of people showing the desired behaviour. The selected model should provide the right kind of behaviour to be copied by others. A great deal of human behaviour is learned by modeling others. Children learn by modelling parents and older children, they are quite comfortable with the process by the time they grow up. As experts put it. "Managers tend to manage as they were managed!"

2.6.2 Reinforcement:

If behaviour is rewarded, it probably will be repeated. Positive reinforcement consists of rewarding desired behaviour. People avoid certain behaviour that invites criticism and punishment. A

bank officer would want to do a postgraduate course in finance, if it earns him increments and makes him eligible for further promotions. Both the external rewards (investments, praise) and the internal rewards (a feeling of pride and achievement) associated with desired behaviors compel subjects to learn properly. To be effective, the trainer must reward desired behaviors only. If he rewards poor performance, the results may be disastrous: good performers may quit in frustration; accidents may go up, productivity may suffer. The reinforcement principle is a pointer to undesirable behaviors. When administered, it causes pain to the employee. He may or may not repeat the mistakes. The reactions may be mild or wild. Action taken to repeal a person from undesirable action is punishment. If administered properly, punishment may force the trainee to modify the undesired or incorrect behaviors.

2.6.2 Feedback:

People learn best if reinforcement is given as soon as possible after training. Every employee wants to know what is expected of him and how well he is doing. If he is off the track, somebody must put him back on the rails. The errors in such cases must be rectified immediately. The trainee after learning the right behaviour is motivated to do things in a 'right' way and earn the associated rewards. Positive feedback (showing the trainee the right way of doing thins) is to be preferred to negative feedback (telling the trainee that he is not correct) when we want to change behaviour.

2.6.3 Spaced Practice:

Learning takes place easily if the practice sessions are spread over a period time. New employees learn better if the orientation programme is spread over a two or three day period, instead of covering it all in one day. For memorizing tasks, 'massed' practice is usually more effective.

2.6.4 Whole Learning:

The concept of whole learning suggests that employees learn better if the job information is explained as an entire logical process, so that they can see how the various action fit together into the 'big picture'. A broad overview of what the trainee would be doing on the job should be given top priority, if learning has to take place quickly. Research studies have also indicated that it is more efficient to practice a whole task all at once rather than trying to master the various components of the task at different intervals.

2.6.5 Active Practice:

'Practice makes a man perfect': Learning is enhanced when trainees are provided ample opportunities to repeat the task. For maximum benefit, practice sessions should be distributed over time.

2.6.6 Applicability of Training:

Training should be as real as possible so that trainees can successfully transfer the new knowledge to their jobs. The training situations should be set up so that trainees can visualise and identify with the types of situations they can come across on the job.

2.6.7 Environment:

Finally, environment plays a major role in training. It is natural that workers who are exposed to training in comfortable environments with adequate, well spaced rest periods are more likely to learn than employees whose training conditions are less than ideal. Generally speaking, learning is very fast at the beginning. Thereafter, the pace of learning slows down as opportunities for improvement taper off.

2.7 AREAS OF TRAINING

The Areas of Training in which training is offered may be classified into the following categories:

2.7.1 Knowledge:

Here the trainee learns about a set of rules and regulations about the job, the staff and the products or services offered by the company. The aim is to make the new employee fully aware of what

goes on inside and outside the company.

2.7.2   Technical Skill:

The employee is taught a specific skill (e.g., operating a machine, handling computer etc.) so that he can acquire that skill and contribute meaningfully.

2.7.3   Social Skill

The employee is made to learn about him and others, and to develop a right mental attitude toward the job, colleagues and the company. The principal focus is on teaching the employee how to be a team member and get ahead.

2.7.4   Techniques:

This involves the application of knowledge and skill to various on the job situations. In addition to improving the skill and knowledge of employee, training aims at moulding employee attitude. When administered properly, a training programme will go a long way in obtaining employee loyalty, support and commitment to company activities.

2.8   TYPES OF TRAINING

There are many approaches to training. We focus here on the type of training that is commonly employed in present-day organisation.

2.8.1   Skills Training:

This type of training is most common in organizations. The process here is fairly simple. The need from training in basic skills (such as reading, writing, computer, speaking, listening, problem solving, managing oneself, knowing how to learn, working as part of a team, leading others.) is identified through assessment. Specific training objectives are set and training content is developed to meet those objectives. Several methods are available for imparting these skills in modern organisations (such as lectures, apprenticeship, on-the-job, coaching etc.). Before employing these methods, **managers** should:

- Explain how the training will help the trainees in their jobs.
- Relate the training to the trainees' goals.
- Respect and consider participant responses and use these as a resource.
- Encourage trainees to learn by doing.
- Give feedback on progress toward meeting learning objectives.

2.5.2   Refresher Training:

Rapid changes in technology may force companies to go in for this kind of training. By organizing short-term courses which incorporate the latest development in a particular field, the company may keep its employee up-to-date and ready to take on emerging challenges. It is conducted at regular intervals by taking the help of outside consultants who specialise in a particular descriptive.

2.8.3   Cross-Functional Training:

Cross-functional Training involves training employees to perform operations in areas other than their assigned job. There are many approaches to cross functional area with a broader perspective that he would otherwise have. Departments can exchange personnel for a certain period so that each employee understands how other departments are functioning. High performing workers can act as peer trainers and help employees develop skill in another area of operation.(1) Workers gain rich experience in handing diverse jobs; they become more adaptable and versatile (2) they can better engineer their own career paths (3) they not only know their job well but also understand how others are able to perform under a different set of constraints (4) A broader perspective increases workers' understanding of the business and reduces the need fro supervision (5) when workers can fill in for other workers who are absent, it is to use flexible scheduling, which is increasingly in demand as more employee want to spend more time with their families. Eli Lilly and Company (India), for

example, encourages cross functional movements to make the organisation equally attractive to both specialists and generalists.

2.8.4 Team Training:

Team training generally covers two areas: content tasks and group processes. Content tasks specify the team's goals such as cost control and problem solving. Groups processes reflect the way members function as a team for example how they interact with each other, how they sort out differences, how they participate etc. Companies are investing heavy amounts, nowadays, in training new employee to listen to each other and to cooperate. They are using outdoor experiential training techniques to develop teamwork and team spirit among their employees (such as scaling a mountain, preparing recipes for colleagues at a restaurant, sailing through uncharted waters, crossing a jungle etc.). The training basically throws light on (i) how members should communicate with each other (ii) how they have to cooperate and get ahead (iii) how they should deal with conflictual situations (iv) how they should find their way, using collective wisdom and experience to good advantage.

2.8.5 Creativity Training:

Companies like Mudra Communications, Titan Industries, Wipro encourage their employees to think unconventionally, break the rules, take risks, go out of the box and devise unexpected solutions.

2.8.5.1 Breaking Away:

In order to break away from restriction, the trainee is expected to (i) identify the dominant ideas influencing his own thinking (ii) define the boundaries within which he is working (iii) bring the assumptions out into the open and challenge everything.

2.8.5.2 Generate New Ideas:

To generate new ideas, the trainee should open up his mind look at the problem from all possible angles and list as many alternative approaches as possible. The trainee should allow his mind to wander over alternatives freely, expose himself to new influences (people, articles, books, situations), switch over from one perspective to another, arrange cross fertilization of ideas with other people and use analogies to spark off ideas.

2.8.5.3 Delaying Judgement:

To promote creative thinking, the trainee should not try to kill off ideas too quickly; they should be held back until he is able to generate as many ideas as possible. He should allow ideas to grow a little. Brainstorming (getting a large number of ideas from a group of people in a short time) often helps in generating as many ideas as possible without pausing to evaluate them. It helps in releasing ideas, overcoming inhibitions, cross fertilising ideas and getting away from patterned thinking.

2.8.5.4 Diversity Training:

Diversity training considers all of the diverse dimensions in the workplace-race, gender, age, disabilities, lifestyles, culture, education, ideas and backgrounds-while designing a training programme. It aims to create better cross-cultural sensitivity with the aid of fostering more harmonious and fruitful working relationship among a firm's employees. The programme covers two things: (i) awareness building, which helps employees appreciate the key benefits of diversity, and (ii) skill building, which offers the knowledge, skills and abilities required for working with people having varied backgrounds.

2.8.5.5 Literacy Training:

Inability to write, speak and work well with others could often come in the way of discharging duties, especially at the lower levels. Workers, in such situations, may fail to understand safety messages, appreciate the importance of sticking to rules, and commit avoidable

mistakes. Functional illiteracy (low skill level in a particular content area) may be a serious impediment to a firm's productivity and competitiveness. Functional literacy programmes focus on the basic skills required to perform a job adequately and capitalise on most workers' motivation to get help in a particular area. Tutorial programmes, home assignments, reading and writing exercises, simple mathematical tests, etc., are generally used in all company in-house programmes meant to improve the literacy levels of employees with weak reading, writing or arithmetic skills.

SELF-CHECK EXERCISE (MCQS)

1. Which of the following best defines Development as distinct from Training?
   A. Development focuses on individual skills enhancement.
   B. Training is more general and oriented toward individual needs.
   C. Development is aimed at behavioral learning.
   D. Training is theory-based with less concern for specific behavior.

2. What is the primary difference between Training and Education?
   A. Education is practice-based and company-specific.
   B. Training involves conceptual learning.
   C. Education aims at improving understanding of a particular job.
   D. Training is job-oriented skill learning.

3. Which learning principle involves the idea of learning through imitation or emulation of behavior?
   A. Reinforcement
   B. Modelling
   C. Feedback
   D. Spaced Practice

4. What is the objective of Cross-Functional Training?
   A. To limit employees to their assigned job roles.
   B. To enhance adaptability and versatility among employees.
   C. To create a specialized workforce.
   D. To discourage employees from learning about other departments.

5. Which training type emphasizes thinking unconventionally, taking risks, and generating new ideas?
   A. Team Training
   B. Creativity Training
   C. Skills Training
   D. Refresher Training

2.9   TRAINING METHODS

2.9.1   Job Instruction Training (JIT):

The JIT method (developed during World War II) is a four step instructional process involving preparation, presentation, performance try out and follow up. ft is used primarily to teach workers how to do their current jobs. A trainer, supervisor or co-worker acts as the coach. The four steps followed in the JIT methods are:

i.   The trainee receives an overview of the job, its purpose and its desired outcomes, with a clear focus on the relevance of training.

ii. The trainer demonstrates the job in order to give the employee a model to copy. The trainer shows a right way to handle the job.

iii.   Next the employee is permitted to copy the trainer's way. Demonstrations by the trainer and practice by the trainee are repeated until the trainee the right way to handle the job.

iv.   Finally, the employee does the job independently without supervision.

2.9.2   Coaching:

Coaching is a kind of daily training and feedback given to employees by immediate supervisors. It involves a continuous process of learning by doing. It may be defined as an informal, unplanned training and development activity provided by supervisors and peers. In coaching, the supervisor explains things and answers questions; he throws light on why things are done the way they are; he offers a model for trainees to copy; conducts lot of decision making meetings with trainees; procedures are agreed upon and the trainee is given enough authority to make divisions and even commit mistakes. Of course, coaching can be a taxing job in that the coach may not possess requisite skills to guide the learner in a systematic way. Sometimes, doing a full day's work may he more important than putting the learner on track.

2.9.3   Mentoring:

Mentoring is a relationship in which a senior manager in an organisation assumes the responsibility for grooming a junior person. Technical, interpersonal and political skills are generally conveyed in such a relationship from the more experienced person. A mentor is a teacher, spouse, counsellor, developer of skills and intellect, host, guide and most importantly, supporter and facilitator in the realization of the vision the young person (protege) has about the kind of life he wants as an adult. The main objective of mentoring is to help an employee attain psychological maturity and effectiveness and get integrated with the organisation. In a work situation, such mentoring can take place at both formal and informal levels, depending on the prevailing work culture and the commitment from the top management. Formal mentoring can be very fruitful, if management invests time and money in such relationship building exercises. The important features/processes of mentoring may be presented thus.

2.9.4   Job Rotation:

This kind of training involves the movement of trainee from one job to another. This helps him to have a general understanding of how the organisation functions. The purpose of job rotation is to provide trainees with a larger organizational perspective and a greater understanding of different functional areas as well as a better sense of their own career objectives and interests. Apart from relieving boredom, job rotation allows trainees to build rapport with a wide range of individuals within the organisation, facilitating future cooperation among departments. The cross- trained personnel offer a great amount of flexibility for organisations when transfers, promotions or replacements become inevitable.

2.9.5   Apprenticeship Training:

Most craft workers such as plumbers and carpenters are trained through formal apprenticeship programmes. Apprentices are trainees who spend a prescribed amount of time working with an experienced guide, coach or trainer. Assistantships and internships are similar to apprenticeships because they also demand high levels of participation from the trainee. An internship is a kind of on-the-job training that usually combines job training with classroom instruction in trade schools, colleges or universities. Coaching, as explained above, is similar to apprenticeship because the coach attempts to provide a model for the trainee to copy. One important disadvantage of the apprenticeship methods is the uniform period of training offered to trainees. People have different abilities and learn at varied rates. Those who learn fast may quit the programme in frustration. Slow learners may need additional training time. It is also likely that in these days of rapid change in technology, old skills may get outdated quickly. Trainees who spend years learning specific skills may find, upon completion of their programmes, that the job skills they acquired are not longer appropriate.

2.9.6 Committee Assignments:

In these methods, trainees are asked to solve an actual organizational problem. The trainees have to work together and offer solution to the problem. Assigning talented employees to important committees can give these employees a broadening experience and can help them to understand the personalities, issues and processes governing the organisation. It helps them to develop team spirit and work unitedly toward common goals. However, managers should very well understand that committee assignments could become notorious time wasting activities.

The above on-the-job methods are cost effective. Workers actually produce while they learn. Since immediate feedback is available, they motivate trainees to observe and learn the right way of doing things. Very few problems arise in the case of transfer of training because the employees learn in the actual work environment where the skills that are learnt are actually used. On-the- job methods may cause disruptions in production schedules. Experienced workers cannot use the facilities that are used in training. Poor learners may damage machinery and equipment. Finally, if the trainer does not possess teaching skills, there is very little benefit to the trainee.

2.9.7 Off-the-Job Methods:

Under this method of training, the trainee is separated from the job situation and his attention is focused upon learning the material related to his future job performance. Since the trainee is not distracted by job requirements, he can focus his entire concentration on learning the job rather than spending his time in performing it. There is an opportunity for freedom of expression for the trainees. Off-the-job training methods are as follows:

(a)   Vestibule training: In this method, actual work conditions are simulated in a class room. Material, files and equipment-those that are used in actual job performance are also used in the training. This type of training is commonly used for training personnel for clerical and semi-skilled job. The duration of this training ranges from a few days to a few weeks. Theory can be related to practice in this method.

(b)   Role playing: It is defined as a method of human interaction that involves realisticbehaviour in imaginary situations. This method of training involves action, doing and practice. The participants play the role of certain characters, such as the production manager, mechanical engineer, superintendents, maintenance engineers, quality control inspectors, foreman, workers and the like. This method is mostly used for developing interpersonal interactions and relations.

(c)   Lecture method: The lecture is a traditional and direct method of instruction. The instructor organizes the material and gives it to a group of trainees in the form of a talk. To be effective,the lecture must motivate and create interest, among the trainees. An advantage of lecturemethod is that it is direct and can be used for a large group of trainees. Thus, costs and time involved are reduced. The major limitation of the lecture method is that it does not provide for transfer of training effectively.

(d)   Conference/discussion approach: In this method, the trainer delivers a lecture and involves the trainee in a discussion so that his doubts about the job get clarified. When big organisationsused this method, the trainer uses audio-visual aids such as blackboard, mockups and slide; in some cases the lectures are videotaped or audio taped. Even the trainee's presentation can be taped for self-confrontation and self-assessment. The conference is, thus, a group-centered approach where there is a clarification of ideas, communication of procedures and standards to the trainees. Those' individuals who have a general educational background and whatever specific skills are required such as typing, shorthand, office equipment operation, filing, indexing, recording, etc. may be provided with specific instructions to handle their respective jobs.

(e)   Programmed instruction: This method has become popular in recent years. The subject-matter to be learned is presented in a series of carefully planned sequential units. These units are arranged from simple to more complex levels of instruction. The trainee goes through these units by answering questions or filling the blanks. This method is, thus, expensive and time-consuming.

2.10   STEPS IN THE ORGANISATION OF A MANAGEMENT DEVELOPMENT PROGRAMME

The following are the important steps in the organisation of a management development Programme.

(a)   Analysis of organizational development needs: After deciding to launch a management development programme, a close and critical examination of the present and future development needs of the organisation has to be made. We should know how many and what type of managers are required to meet the present and future requirements.

(b)   Appraisal of present management talents: In order to make the above suggested comparison, a qualitative assessment of the existing executive talents should be made and an estimate of their potential for development should be added to that. Only then can it be compared with the projected required talents.

(c)   Inventory of management manpower: This is prepared to have a complete set of information about each executive in each position. For each member of the executive team, a card is prepared listing such data as name, age, length of service, education, work experience, health record, psychological test results and performance appraisal data, etc. The selection of individuals for a management development programme is made on the basis of the kind of background they possess. Such information, when analysed, discloses the strengths as well as weaknesses or deficiencies of managers in certain functions relating to the future needs of the organisation.

(d)   Planning of individual development programmes: Guided by the results of the performance appraisal that indicated he strengths and weaknesses of each of the executives, this activity of planning of individual development programme can be performed.

(e)   Establishment of development programmes: It is the duty of the HR department to establish the developmental opportunities. The HR department has to identify the existing level of skills, knowledge, etc., of various executives and compare them with their respective job requirements. Thus, it identifies developmental needs and requirements and establishes specific development programmes, like leadership courses, management games, sensitivity training, etc.

(1) Evaluation of results: Executive development programmes consume a lot of time, money and effort. It is, therefore, essential to find out whether the programmes have been on track or not. Programme evaluation will cover the areas where changes need to be undertaken so that the participants would find the same to be relevant and useful for enriching their knowledge and experience in future. Opinion surveys, tests, interviews, observation of trainee reactions, rating of the various components of training, etc., could be used to evaluate executive development programmes.

SELF-CHECK EXERCISE (FILL IN THE BLANKS)

6. Job Instruction Training (JIT) involves a _____ instructional process consisting of preparation, presentation, performance tryout, and follow-up.

7. Coaching involves _____ learning by doing, where the supervisor provides explanations, models behavior, and involves trainees in decision-making meetings.

8. Mentoring aims to help an employee attain _____ maturity and effectiveness within the organization.

9. Job Rotation provides trainees with a broader organizational perspective and a better understanding of different _____.

10. In off-the-job methods, trainees are separated from the job situation to focus on learning materials related to _____ job performance.

2.11   EVALUATION OF A TRAINING PROGRAMME

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

1. **Reactions:** Trainee's reactions to the overall usefulness of the training including the coverage of the topics, the method of presentation, and the techniques used to clarify things, often throw light on the effectiveness of the programme. Potential questions to trainees might include: (i) what were your learning goals for the programme? (ii) Did you achieve them? (iii) Did you like this programme? (iv) Would you recommend it to others who have similar learning goals? (v) What suggestions do you have for improving the programme? (vi) Should the organisation continue to offer it?

2. **Learning:** Training programme, trainer's ability and trainee's ability are evaluated on the basis of quantity of content learned and time in which it is learned and learner's ability to use or apply the content learned.

3. **Job behaviour:** This evaluation includes the manner and extent to which the trainee has applied this learning to his job.

4. **Organisation:** This evaluation measures the use of training, learning and change in the job behaviour of the department/organisation in the form of increased productivity, quality, morale, sales turnover and the like.

5. **Ultimate value:** It is the measurement of ultimate result of the contributions of the training programme to the company goals like survival, growth, profitability, etc. and to the individual goals like development of personality and social goals like maximizing social benefit.

2.12   SUMMARY

Training is a planned programme designed to improve performance and to bring about measurable changes in knowledge, skills, attitude and social behaviour of employees. Training makes employees versatile, mobile, flexible and useful to the organisation. Development is future- oriented training, focusing on the personal growth of the employee. Learning principles are the guidelines to the way people learn most effectively. More effective training incorporates more of these principles.

The various types of training include: skills training, refresher training, cross functional training, team training creativity training, diversity training, and literacy training.

In order to have effective training programmes, the systems approach is recommended. The systems approach consists of three phases: needs assessment, implementation and evaluation.
Needs assessment cover: organisation analysis, task and performance analysis and manpower analysis.

Formal Training methods include (i) on-the-job training covering job instruction training, coaching, mentoring, job rotation, apprenticeship training, committee assignments and (ii) off- the-job training includes lectures, conferences, simulation exercises and programmed instruction. Training can be evaluated at five levels: reaction, learning, behaviour, organisation and results.

2.13   KEYWORDS

- **Training:** A planed programme designed to improve performance and bring about measurable changes in knowledge, skills, attitude and social behaviour of employees.

- **Development:** Broadening an individual's knowledge skills and abilities for future responsibilities.
- **Education:** Conceptual learning that improves understanding of a subject/theme.
- **Modelling:** Copying someone else's behaviour.
- **Diversity:** Differences among people.
- **Reinforcement:** A concept that people tend to repeat responses that give them some type of positive reward and avoid actions associated with negative consequences.
- **Mentoring:** An experienced employee offering guidance and support to a junior employees so that the latter learns and advances in the organisation.

2.14 SHORT ANSWER QUESTIONS

1. What are the reasons for the growing usage of external training in present-day organisation?
2. What are the objectives of employee training?
3. Explain the benefits of training.
4. What do you mean by 'training'?
5. Distinguish between training, development and education.

2.15 LONG ANSWER QUESTIONS

1. Explain the significance of Job Rotation in organizational training. How does it contribute to employees' holistic understanding and career development within an organization?
2. Discuss the differences between Coaching and Mentoring in employee development. Highlight their distinctive features, benefits, and potential limitations in enhancing workforce skills and knowledge.
3. Describe the various off-the-job training methods used in organizations, such as Vestibule Training, Role Playing, and Lecture Method.
4. How does Management Development Program Organization involve steps like analyzing organizational development needs, appraising present management talents, and planning individual development programs?
5. Compare and contrast on-the-job training methods like Job Instruction Training (JIT), Coaching, and Committee Assignments with off-the-job methods like Vestibule Training and Programmed Instruction.

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2.17 SELF-CHECK QUESTIONS (ANSWER KEYS)

1. B
2. D
3. B
4. B
5. B
6. four-step
7. continuous
8. psychological
9. functional areas
10. future

LESSON NO. 3   AUTHOR: HARKIRTAN KAUR

TRAINING NEEDS ASSESSMENT OF TRAINING NEED AND ACTION RESEARCH

STRUCTURE

3.0   Objectives

3.1   Introduction of Training and Development

3.2   Role of HRD Professionals in Training

3.3   Steps in Training and Development

3.4   Training Needs Assessments.

3.5   Design of Training and Development

3.6   TRAINING NEEDS ANALYSIS METHOD

       3.6.1   Employee Performance Appraisal

       3.6.2   Improvement Project

3.7   Areas a Training Needs Analysis Questionnaire Worksheet Must Cover

3.8   Levels of Need Assessment.

       3.8.1   Organizational analysis

       3.8.2   Task Analysis

       3.8.3   Individual Analysis

3.9   Results of the Needs Assessment

3.10   Summary

3.11   Keywords

3.12   Short Answer Questions

3.13   Long Answer Questions

3.14   References

3.15   Self-Check Exercise (Answer Keys)

3.0   OBJECTIVES

       After reading this chapter, you should be able to:

   1. Meaning of training and development.
   2. Meaning of training needs assessment.
   3. Knowledge about training needs analysis methods.
   4. Knowledge about the areas a training needs analysis questionnaire worksheet must cover.
   5. Knowledge about levels of need assessment.

3.1   INTRODUCTION OF TRAINING AND DEVELOPMENT

       The HR functioning is changing with time and with this change, the relationship between the training function and other management activity is also changing. The training and development activities are now equally important with that of other HR functions. Gone are the days, when training was considered to be futile, waste of time, resources, and money. Now a day, training is an investment because the departments such as, marketing & sales, HR, production, finance, etc. depends on training for its survival. If training is not considered as a priority or not seen as a vital part in the organization, then it is difficult to accept that such a company has effectively carried out HRM.

Training actually provides the opportunity to raise the profile development activities in the organization.To increase the commitment level of employees and growth in quality movement (concepts of HRM), senior management team is now increasing the role of training. Such concepts of HRM require careful planning as well as greater emphasis on employee development and long term education.Training is now the important tool of Human Resource Management to control the attrition rate because it helps in motivating employees, achieving their professional and personal goals, increasing the level of job satisfaction, etc.

As a result training is given on a variety of skill development and covers a multitude of courses.

3.2   ROLE OF HRD PROFESSIONALS IN TRAINING

This is the era of cut-throat competition and with this changing scenario of business; the role of HR professionals in training has been widened. HR role now is:

1. Active involvement in employee education.
2. For improvement in performance of workers.
3. Rewards to be associated with self esteem and self worth.
4. Providing pre-employment market oriented skill development education and post employment support for advanced education and training
5. Flexible access i.e. anytime, anywhere training

3.3   STEPS IN TRAINING AND DEVELOPMENT

Designing a training and development, program involves a sequence of steps that can be grouped into 5 phases: needs assessment, instructional objectives, design, implementation and evaluation. To be effective and efficient, all training programs must start with a needs assessment. Long before any actual training occurs, the training manager must determine the, what, who, when, where, why and how of training. To do this, the training manager must analyze as much information as possible about the following:

- Organization and its goals and objectives.
- Jobs and related tasks that need to be learn
- Competencies and skills that are need to perform the job
- Individuals who are to be trained.

3.4   TRAINING NEEDS ASSESSMENT

The training needs assessment is best conducted up front, before training solutions are budgeted, designed and delivered. The output of the needs analysis will be a document that specifies why, what, who, when, where and how. More specifically, the document will need to answer these questions:

Why do people need the training?

What skills need imparting?

Who needs the training?

When will they need the new skills?

Where the training may be conducted? and How may the new skills be imparted?

The first step in designing a training and development program is to conduct a need assessment. The assessment begins with a "need" which can be identified in several ways, but is generally described as a gap between what is currently in place and what is now and in the future. A Training Needs Analysis (TNA) is used to assess an organization's training needs. The root of the TNA is the gap analysis. This is an assessment of the gap between the knowledge, skillsand attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organization's objectives.

Gaps can include discrepancies/differences between:

- What the organization expects to happen and what actually happens
- Current and desired job performance.
- Existing and desired competencies and skills.
- Competencies and performance of work teams.

A need assessment can also be used to assist with:

- Problem solving or productivity issues.
- The need to prepare for and respond organisation or job duties.

The results of the needs assessment allows the training manager to set the training objectives by answering two very basic questions: who, if anyone, needs training and what training is needed. Sometimes training is not the solution. Some performance gaps can be reduced or eliminated through other management solutions such as communicating expectations, providing a supportive work environment, arranging consequences, removing obstacles and checking job fit.

3.5   DESIGN OF TRAINING AND DEVELOPMENT

Once the needs assessment is completed and training objectives are clearly identified design phase of the training and development process is initiated.

- Select the internal or external person or resource to design and develop the training
- Select and design the program content
- Select the techniques used to facilitate learning (lecture, role play, simulation etc.)
- Select the appropriate setting (on the job, classroom, etc.).
- Select the materials to be used in delivering the training (work books, videos etc.)
- Identify and train instructors (if internal).

After completing the design phase, the training is ready for implementation

- Schedule classes, facilities and participants
- Schedule instructors to teach.
- Prepare materials and deliver them to scheduled locations
- Conductthetraining

The final phase in the training and development program is evaluation of the program to determine whether the training objectives were met. The evaluation process includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back on the job. The information gathered from the training evaluation is then included in the next cycle of training needs assessment. It is important to note that the training needs assessment, training objectives, design, and implementation and evaluation process is a continual process for the organization.

Self-Check Questions (Fill in the Questions)

1. The _____ of a training and development program involves a sequence of steps that include needs assessment, instructional objectives, design, implementation, and evaluation.

2. A Training Needs Analysis (TNA) assesses an organization's training needs by evaluating the gap between _____ and _____.

3. The _____ phase of training and development involves selecting program content, learning techniques, setting, materials, and instructors.

4. Evaluation of a training program includes assessing participant reaction, learning outcomes, and the _____ of training on the job.

5. Training and development activities are crucial for various departments like marketing, sales, HR, production, and finance for their _____.

3.6   TRAINING NEEDS ANALYSIS METHODS

Here there are three scenarios which may find useful to conduct a Training Needs Analysis. This is not an exhaustive treatment; however, it will give some tips on what to do.

3.6.1   Employee Performance Appraisal:

In many organizations, each employee's manager discusses training and development needs during the final part of the performance appraisal discussion. This method suits where training needs are highly varied amongst individual employees. Typically, the manager constructs an employee Performance Development Plan in collaboration with the employee being appraised. The Plan takes into consideration:

- the organization's strategies and plans
- agreed employee goals and targets
- the employee's performance results
- the employee's role description
- feedback from internal/external customers and stakeholders, and
- the employee's stated career aspiration.

The employee's completed Performance Development Plan should document the area that requires improvement, the actual development activity, resource requirements, expected outcomes and an agreed time frame in which the development outcome will be achieved.

Some commonality may be found amongst individual training and development needs identified in the various performance appraisals. In this case, it may pay the organization to review and classify each of the needs and convert them into appropriate training courses (or other interventions). The next step is to prioritize their importance and aggregate the results so that you end up with a list of courses and participant numbers against, each. Then negotiate a delivery schedule that fits in with managers/supervisors and employees whilst keeping an eye on your budget.

3.6.2   Improvement Project:

Most, if not. All improvement projects have some employee training associated with them. Examples of improvement projects include planned and structured attempts to reduce the incidence of product defects, increase sales volume and decrease the number of customer complaints. Here, the Training Needs Analysis begins by clarifying the measurable organizational improvement targets and the employee behaviors required to meet these targets. For example, the organization might set a target of a 50 percent reduction in customer complaints by the end of the year. Employee behaviors required to achieve this target might be:

- Empathetic listening to customer complaints
- Regular follow up of complaint resolution ... and so on.

To get to this point, though, the cause of the underperformance needs to be determined through a series of structured questions. If there is no one else to perform this initial diagnosis, as the training professional may be called upon to do this job. A performance consulting approach can help you here. With this approach, the person doing the diagnosis first asks managers to identify their problems in concrete terms. Next, possible causes and solutions are discussed and training solutions identified, where appropriate.

To do this successfully, the performance consultant needs to be well-versed in process improvement methods and employee motivation theory and practice. For small projects, use of a simple employee performance flow chart in working with managers can help identify the cause of

performance deficiencies.

3.7   AREAS A TRAINING NEEDS ANALYSIS QUESTIONNAIRE WORKSHEET MUST COVER

An effective training needs analysis questionnaire worksheet will cover at least the followingareas:

1. **Training Needs Analysis Context:**

    - Project Sponsor
    - Reason for Request
    - Participant Roles
    - Organizational Objectives
    - Training Program Objectives

2. Target Population:

    - No. of Participants
    - Location
    - Department
    - Education/Experience
    - Background
    - Current Job Experience
    - Current Performance vs Expected Performance
    - Language/Cultural Differences
    - Anticipated Attitudes

3. Task Description:

    - Task Description
    - Frequency
    - Proficiency
    - Performance Criteria
    - Conditions

Underpinning Knowledge:

The results from these structured interviews are then written up in a formal document, along with the answers to the other questions raised above. The results of the TNA are then fed into the next phase of the instructional systems design life cycle; the high-level design of the training program.

Following all of the above is of course more time consuming than getting a simple wish-list from managers and delivering a smorgasbord of training courses. However, by using a structured approach, you will avoid the 80 percent wastage of resources that many companies experience in delivering programs that don't truly fit their needs.

Constructing a Training Calendar:

When constructing an annual training calendar, be wary of simply asking managers what training they want delivered.

' Training calendars are best suited to repeatable and regular demand, such as refresher skills training for infrequently performed technical tasks and for new recruits joining the organization. In these cases, review what training is required on a regular basis and look at what new recruits need to be proficient at soon after they join an organization.

3.8 LEVELS OF NEED ASSESSMENT

There are three levels of needs assessment: organizational analysis, task analysis and individual analysis.

3.8.1   Organizational analysis:

Organizational analysis looks at the effectiveness of the organization and determines where, training is needed and under what conditions it will be conducted

The organizational analysis should identify:

- Environmental impacts (new laws such as ADA, FMLA, OSHA, etc.).
- State of the economy and the impact on operating costs.
- Changing work force demographics and the need to address cultural or language barriers.
- Changing technology and automation.
- Increasing global/world market places
- Political trends such as sexual harassment and workplace violence.
- Organizational goals (how effective is the organization in meetings its goals), resources available (money, facilities; materials on hand and current, available expertise within the organization).
- Climate and support for training (top management support, employee willingness to participate, responsibility for outcomes)

Sources of information for organizational analysis:

The information needed to conduct an organizational analysis can be obtained from a variety of sources including:

- Organizational goals and objectives, mission statements, strategic plans.
- Staffing inventory, succession planning, long and short term staffing needs.
- Skills inventory: both currently available and short and long term needs, organizational climate indices: labor/management relationships, grievances, turnover rates, absenteeism, suggestions, productivity, accidents, short term sickness, observations of employee behavior, attitude surveys, customer complaints.
- Analysis of efficiency indices: costs of labor, costs of materials, quality of products, equipment utilization, production rates, costs of distribution, waste down time, late deliveries, repairs
- Changes in equipment, technology or automation.
- Annual report.
- Plans for reorganization or job restructuring.
- Audit exceptions; reward systems.
- Planning systems.
- Delegation and control systems.
- Employee attitudes and satisfaction

3.8.2 Task Analysis:

Task analysis provides data about a job or a group of jobs and the knowledge, skills, attitudes and abilities needed to achieve optimum performance. There are a variety of sources for collecting data for a task analysis.

Sources of information for task analysis:

- **Job description:** — A narrative statement of the major activities involved in performing the job and the conditions under which these activities are performed. If an accurate job description is not available or is out of date, one should be prepared using job analysis techniques.
- **KSA analysis:** — A more detailed list of specified tasks for each job including knowledge, Skills, Attitudes and Abilities required of incumbents.
- **Performance standards:** — Objectives of the tasks of the job and the standards by which they will be judged. This is needed to identify performance discrepancies.
- **Observe the job/sample the work.**
- **Perform the job.**
- **Job inventory questionnaire:** — Evaluate tasks in terms of importance and time spent performing.
- **Review literature about the job:** — Research the "best practices" from other companies, review professional journals.

- **Ask questions about the job:** — Of the incumbents, of the supervisor, of upper management.
- **Analysis of operating problems:** — Down time, waste, repairs, late deliveries, quality control.

3.8.3 Individual Analysis:

Individual analysis: analyzes how well the individual employee is doing the job and determines which employees need training and what kind.

Sources of information for individual analysis:

Sources of information available for a individual analysis include:

- **Performance evaluation:** — Identifies weaknesses and areas of improvement.
- **Performance problems:** — Productivity, absenteeism or tardiness, accidents, grievances, waste, product quality, down time, repairs, equipment utilization, customer complaints.
- **Observation:** — Observe both behavior and the results of the behavior.
- **Work samples:** — Observe products generated.
- **Interviews:** — Talk to manager, supervisor and employee. Ask employee about what he/she believes he/she needs to learn.
- **Questionnaires:** — Written form of the interview, tests, must measure job-related qualities such as job knowledge and skills.
- **Attitude surveys:** — Measures morale, motivation, satisfaction.
- **Checklists or training progress charts:** — Up-to-date listing of current skills.

3.9 RESULTS OF THE NEEDS ASSESSMENT

Assuming that the needsassessment identifies more than one training need, the training manager, working with management, prioritizes the training based on the urgency of the need (timeliness), the extent of the need (how many employees need to be trained) and the resources available. Based on this information, the training manager can develop the instructional objectives for the training and development program.

All three levels of needs analysis are interrelated and the data collected from each level is critical to a thorough and effective needs assessment.

Self-Check Questions

6. What is the primary purpose of conducting a Training Needs Analysis (TNA)?

7. What is the key outcome of an Employee Performance Development Plan?

8. What does the Task Analysis focus on within a job role?

9. What should training prioritization consider after conducting a needs assessment?

10. What is the foundational step before establishing a training and development program?

3.10 SUMMARY

The purpose of a training needs assessment is to identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services

The needs assessment is the first step in the establishment of a training and development program. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided. These processes form a continuous cycle which always begins with a needs assessment.

3.11 KEYWORDS

- **Training:** A planed programme designed to improve performance and bring about measurable

changes in knowledge, skills, attitude and social behaviour of employees.

- **Development:** Broadening an individual's knowledge skills and abilities for future responsibilities.
- **Programmed learning:** A kind of individual study where trainees learn though a series of small steps, e.g., Linear programming.
- **Understudy:** A development method whereby potential managers are given the chance to temporarily relieve an experienced manager of part of his job and act as his substitute during the period, giving him vital insights into the overall job that would make him the automatic choice in the succession process.
- **Behaviour modelling:** An approach that demonstrates desired behaviour and gives trainees the chance to practice and role-play those behaviors and receive feedback.

3.12 SHORT ANSWER QUESTIONS

1. Discuss various training needs analysis methods?
2. Define task analysis? What are the sources of information for task analysis?
3. Discuss training needs assessment?
4. What are the key areas covered in a training needs analysis questionnaire worksheet?
5. Why is evaluation an essential part of the training process?

3.13 LONG ANSWER QUESTIONS

1. Explain the significance of HR professionals' role in training within today's competitive business landscape.
2. Outline the steps involved in conducting a comprehensive training needs assessment.
3. How does the evaluation phase contribute to the ongoing improvement of training programs?
4. What role does a needs assessment play in the establishment and continual improvement of a training and development program?
5. Explain the significance of the three levels of needs assessment (organizational analysis, task analysis, individual analysis) in developing an effective training program.

3.14 REFERENCES

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3.15 SELF CHECK QUESTIONS (ANSWER KEYS)

1. process
2. current skills; required skills
3. design
4. transfer
5. survival
6. Assessment
7. Improvement
8. Requirements
9. Urgency

10. Analysis

MBA-Distance Education (Second Year)   MTD-413
SEMESTER-IV   **MANAGEMENT AND TRAINING DEVELOPMENT**

LESSON NO. 4   AUTHOR: ROHIT KUMAR MARRAN

INSTRUCTIONAL OBJECTIVES AND LESSON PLANNING

STRUCTURE

1.   Objectives
        (A) Instructional Objectives
4.1   Introduction and definition
4.2   Reasons for Defining Instructional Objectives
4.3   The Qualities of Useful Instructional Objectives B) Lesson Planning
4.4   Introduction
4.5   Structure of the Lesson
4.6   Materials and Activities Used In Planning a Lesson
4.7   Common Mistakes in Writing Lessons Plans
4.8   Summary
4.9   Keywords
4.10   Short answer Questions
4.11   Long Answer Questions
4.12   References
4.13   Self-Check Questions (Answer Keys)

2.   OBJECTIVES

- To study the instructional objectives and the qualities of useful instructional objectives.
- To have an idea regarding structure of the lesson and materials and activities used in planning a lesson.

A)   INSTRUCTIONAL OBJECTIVES

4.1   INTRODUCTION AND DEFINITION

Instructional objectives are basically written for the students and instruments are mentioned in the instructional objectives. Objectives give indication regarding the goals of the entire course or syllabus for the particular course. Objectives indicate the most important aspects of the course and non essential topics are omitted. These objectives help the students in studying and organizing the contents of the course in a proper manner. The objectives are like guidelines for the students. Important instructions are mentioned and what is expected from the students is also mentioned. Teachers are using instructional objectives from the four decades. In 1962, Robert Mager printed text and instructional objectives. These objectives helped many teachers in preparing, formulating and writing their instructional objectives. After that year (1962) the use of objectives becomes prevalent in education. The national accrediting agency for clinical laboratory sciences (NAACLS) also stresses upon the importance of instructional objectives in teaching. The instructional objectives are not very much difficult to write.

There are four parts of instructional objectives:

1.   The action verb
2.   Conditions
3.   Standard
4.   Intended audience (always the student)

Definition: According to Mager, R.F.(198,an objective is a description of performance, which learners to be able to exhibit, before considering them competent. An objective describes an intended result of instruction, rather them the process of instruction itself.

Instructional objectives: may also be called as performance objectives, behavioral objectives or simply objectives. Objectives are specific outcome based, measurable and describe the learner's behavior after instruction. Effective instruction takes place only when the student's behaviour is changed in the desired ways. Instructional objectives are tools for describing student outcomes. Objectives help in making instructions effective.

4.2   REASONS FOR DEFINING INSTRUCTIONAL OBJECTIVES

1. If in case well defined instructional objectives are not there, then there will be problem of instructional materials, contents and methods. These things matter a lot in the process of effective instructions to the students.
2. Second reason for defining objectives is that, whether the objectives has been achieved or not. This is learning for the instructors and students that the desired objectives have been accomplished. Before teaching the objectives of instruction should be clear in the mind of both learners and instructions. Test items are formulated to check whether the important outcomes of instruction have been achieved or not.
3. The instructional objectives helps the students to organize their efforts towards the achievement of goals. Experience illustrates that the clear objectives helps in deciding what activities and efforts should be made in achieving the desired results.

4.3   THE QUALITIES OF USEFUL INSTRUCTIONAL OBJECTIVES

1. Audience: audience matters i.e. Students are the most important in learning. Students should be able to understand the instructional objectives, which are designed for them. Students should critically evaluate the instructional material by proper analysis.
2. Behavior: the teaching behavior of the instructor and learning behavior of the students matters in understanding the instructional objectives. The objectives explain the product or result of the doing. The proper demonstration and explanation of the instructional objective matters from the side of the instructor.
3. Condition: the condition of the learning environment is important, while demonstrating the instructions. The conditions matters at the time of performance.
4. Degree: the degree of effort is also considered at the time of performance by learner. Seriousness plays a vital role in transferring the learning's by instructor.

B)   LESSON PLANNING

4.4   INTRODUCTION

For proper and effective teaching a well planned lesson is required. For constructing a well designed lesson plan, the requirement are; proper course text books, setting realistic goals, well defined study material, development activities which will help in promoting learning.

Definition: a lesson plan is a teacher's detailed description of the course of instruction for an individual lesson.

The basic purpose of the lesson plan is to communicate to the students. The lesson plans designed and prepared by the trainers and teachers serves as a guide for instructions, constructing syllabus .and contents. The quality of teaching depends on the well developed course plan. The lesson plan should be specific. The lesson plan should contain set of elements that should be descriptive in the learning process. A well planned lesson reflects the interests and needs of the learners. The lesson plan defines the teaching methodology and philosophy. A broad, thematic lesson plan allows the teacher to create various research, writing, speaking and reading assignments. The lesson plan guides the instructor to collect materials from magazines, journals, periodicals and internet. Lesson plans help the experienced and fresh teachers in organizing content, materials and methods. Lesson

planning is the stepping stone of effective teaching. Lesson plans helps in improving the planning and teaching. The proper feedback of students, parents and colleagues gives you direction in formulating lesson plan.

4.5 STRUCTURE OF THE LESSON

Normally lesson planning is taught in education institutions as a skill that involves developing instruction objectives based on curriculum. Then number of activities are sequenced in a proper manner that directs the student teacher interaction. After studying the curriculum structure, lesson planning is done. Depending upon the nature of topics and the kind of activities an effective lesson has five parts:

1. **Preparation:** at the beginning of the class broad outline of the activities and goals of the lecture should be given. So that the students will become aware regarding what they will learn. Give brief knowledge regarding topics.

2. **Presentation:** In the presentation step, topics of the main contents if the lesson and relevant learning strategies are taught. This will help the students in assessing the lesson content. Inputs are given by instructor and taken from course text books. Many trainingbooks, materials are available, that will help in demonstrating for increasing the input conducive m the instructions should be given in the target language. The instructors should use targetlanguage as much as possible for planning a lesson.

3. **Practice:** after presentation of the specific topic of the lesson, the students perform the designated task. Students work in groups on topic basedtask with the specific outcomes. In small groups the students tries to understand the topic and fill the information gap if they have any. Learners can use any language in which they are comfortable.

4. **Evaluation:** after discussion on the topic by students is over, reconvene the class as a group to recap the lesson. After understanding the concepts, students should be asked to come out with the innovative ideas and examples linked with the concepts taught in the class.

Evaluation is useful for four reasons:

1. It reinforces the material that was presented earlier.
2. It provides an opportunity to monitor individual student comprehension and learning.
3. Evaluation provides closure to the lesson.
4. Evaluation gives an opportunity for students to raise any doubts if they have any.
5. Expansion: It helps the students in applying theoretical concepts in practice. So that

Students get practical exposure and training. These activities include out of class Observation assignment. The instructors give directions to students for findings. Something new, examples, apply the theoretical concepts, use a strategy and report back.

Self-Check Questions (True/False)

1. Instructional objectives primarily focus on the process of teaching.
2. Well-defined instructional objectives aren't essential for effective teaching materials and methods.
3. The primary purpose of a lesson plan is to communicate with instructors.
4. Lesson plans assist both experienced and fresh teachers in organizing content, materials, and methods.
5. Evaluation in lesson planning only serves as a recap of the material presented earlier.

4.6 MATERIALS AND ACTIVITIES USED IN PLANNING A LESSON

The materials which are used in preparing a lesson plan are course textbooks, reference books, lab materials and authentic materials which are collected and researched by the teachers. These materials help in doing classroom activities. The teacher decides depending upon the materials he has, the type

of activities to be conducted .the study materials should not be beautiful and lucrative in viewing but should be meaningful and understandable by the students. The activities before lesson planning helps in true problem and discussion the topic of interest. The target language should be used for proper understanding the concept for student. Discussion forums helps the students in self correcting them. The success of the lesson plan is with in the completion of task.

The lesson plan should be planned by proper analysis of the learner's needs. The ability of the learner is taken into account. The learners vary in abilities, knowledge base and skills. These factors should be w-ell taken care of at the lime of lesson plan designing. When the lesson plan is ready and description is done for students, then proper feedback is taken from the students by the instructors. Focused and hard working students give proper feedback. With this the instructors develops new leanings. Proper monitoring of the students should be there during the lesson itself. The monitoring helps in viewing the students progress but also gives an idea regarding instant changes in lesson procedures. Conceptual skill should be taught in association with practical knowledge.

4.7   COMMON MISTAKES IN WRITING LESSONS PLANS

Doctor Bob Kizlk discussed six common mistakes in writing lessons plans. These arementioned below:

1. The objective of lesson does not indicate what the student actually will do. That can be observed. Objective of the lesson are like descriptions which forms an inference about learning .weekwritten objectives leads to wrong inferences by students.
2. The lesson assessment indicates a description of how a teacher will determine, whether the objective has accomplished or not.
3. The prerequisites are not specified- means what a students needs to know or be able to do to succeed and accomplishment the lesson objective is not cleared. It has been found out that 70% of learning depends upon the students who have appropriate prerequisites.
4. The materials (topics) specified in the lesson plans should be properly described to students in orderly manner. Overlapping of topics does not give good results.
5. The instruction is not efficient for the level of students learning. Efficiency is a measure of means getting more done with the same amount of effort or the same amount with less effort.
6. The student activities docs not contribute directly or indirectly in accomplishing lesson objectives. Only instructors hasthe role in achieving the lesson objective. The students should not be engaged in the activities which makes them busy. These activities should not take place in effective teaching.

   Self Check Questions (True/False)

   6. Lesson materials should primarily focus on being visually appealing rather than emphasizing meaningful content.
7. Efficient instruction means achieving more with the same amount of effort or achieving the same with less effort.
8. Lesson objectives should describe what the student will actually do and can be observed, forming an inference about learning.
9. Student activities should not directly contribute to achieving lesson objectives; only instructors play a role in reaching these objectives.
10. Overlapping topics in lesson plans typically result in better learning outcomes.

4.8   SUMMARY

A well developed lesson plan reflects interest and needs of the students. A lesson plan should be developed with the help of proper feedback from the students and colleagues. A lesson plan must correlates with the text book the class uses. The teacher must take great care and select the most

appropriate book for the students. A good lesson plan can be developed with proper analysis, review and screening of materials available.

4.9 KEYWORDS

Lesson plan detailed description of the course of instruction for an individual lesson

Behavioral Objectives: Specific outcome-based goals.

Lesson Plan: Detailed outline of instructional course.

Presentation: Teaching main topics using relevant strategies.

Evaluation: Recap, discuss, and assess understanding.

4.10 SHORT ANSWER QUESTIONS

1. What are the four parts of instructional objectives?
2. Why is it crucial for lesson plans to be specific in their design?
3. How do well-defined instructional objectives assist students in organizing their efforts?
4. Mention Common Mistakes In Writing Lessons Plans.
5. Write the methods of evaluation.

4.11 LONG ANSWER QUESTIONS

1. Define instructional objectives. Mention the Qualities of Useful Instructional Objectives.
2. Write structuring of the lesson. Describe the materials and activities used in planning a lesson.
3. Explain the impact of audience comprehension on instructional objectives and its significance in the learning process.
4. Describe the relationship between instructional objectives and effective teaching methods, citing examples to illustrate their importance.
5. How does evaluation within a lesson plan contribute to the overall learning experience and student engagement? Provide detailed examples. '

4.12 SUGGESTED READINGS

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4.13 SELF-CHECK EXERCISE (TRUE/FALSE)

1. False
2. False
3. True
4. False
5. False
6. False
7. True
8. True
9. False
10. False

LESSON NO. 5   AUTHOR: ROHIT KUMAR MARRAN

LEARNING PROCESS: TRAINING CLIMATE AND PEDAGOGY

STRUCTURE

5.0 OBJECTIVES

After reading this chapter, the student should be able to:

- To understand learning process.
- To study the training climate and its importance.
- To know about the pedagogy.

5.1   INTRODUCTION & DEFINITION

Learning is always based on certain principles or systems; one of the principles is to motivation, reinforcement and development of work culture. Learning is modification in behavior.

According to E. R. Hilgard, "Learning may be defined as a relatively permanent change in behavior that occurs as a result of prior experience."

According to N.L. Munn, "Learning is described as the process of having one's behavior modified, more or less permanently, by what he does and the consequences of his action, or by what he observes."

5.2   CHARACTERSTICS OF LEARNING

1.   **Learning is Associated to change:** Learning results into change that may be good or bad from organization's point of view. The change may not be evident until a situation rises in which the new behavior can occur. Many times the learning is not reflected in performance.

2.   **Change Should be Permanent:** To constitute learning, change should be permanent. Temporary changes may be only reflective and fail to represent any learning. This requirement, therefore, rules out behavioral changes caused by fatigue and stress.

3.   **Leaning is Improvement in Behavior:** Leaning is reflected in behavior. A change in an individual's thought process or attitudes, not accompanied by behavior, is no learning. An individual may learn but owing to lack of motivation, may not result into any changed

behavior.

4. **The Change Should be Based on Experience:** The change in behavior should occur as a result of experience, practice or training. This implies that behavior caused from maturation, disease, or physical damages do not constitute learning.

5. **Re-Enforcement:** The practice or experience must be reinforced in order for learning to occur. If reinforcement docs not accompany the practice or experience, the behavior will eventually disappear.

Self-Check Questions

1. What is Pavlov's experiment known for?
2. Who proposed the theory of Operant Learning?
3. What does "UCS" stand for in Classical Conditioning?
4. What does "CR" represent in Classical Conditioning?
5. What is Andragogy's focus?

a. **LEARNING PROCESSES**

1. **Classical Conditioning:**

Working in Russia, in 1902, Ivan Pavlov discovered that the dog he was experimenting upon, did not salivate only when it was given food, but also when it heard the sound of a bell that used to ring just before the food was offered. It was natural for salivation to occur at the presence of food but why did this happen when the bell was sounded. According to Pavlov, the neutral stimulus (bell) got paired with the unconditioned stimulus (food), resulting in a learned (conditioned) response of salivation to the new conditioned stimulus (bell). The situation before and after conditioning is represented below:

Classical Conditioning

Before Conditioning

UCS —>UCR

(Food) (Salivation)

(Bell) Neutral Stimulus a No Response

After Conditioning UCS >

UCR (Food) (Salivation)

CS —> CR

(Bell) — > (Salivation)

Unconditioned stimulus

Legend - UCS -

UCR - Unconditioned response CS - Conditioned stimulus CR - Conditioned response The problem with the example discussed above is that the whole process of learning has to be initiated from outside. Since the bell did ring before the food came, pairing took place. The dog had no part to play in it. This model can therefore explain very few aspects of our behavior.

2. **Operant Learning:**

Quite another process was described by the Harvard psychologist, Skinner (Skinner, B.F. 1971, Beyond Freedom & Dignity, New York, Bantaur/ Vintage). Here, every response is followed by a consequence and the consequence determines whether the response will be repeated or not. In Skinner's typical experiments, a pigeon could be trained to press a lever by giving it a food pellet each time the lever was pressed. Of course, the first time the lever would usually be pressed by accident. Gradually as each response was followed by food, the tendency to press the lever increased.

Operant Learning

S ------------------->R ------------------- > Consequence

(Voluntary Behavior) **(Food Pellet)**

Both Classical Conditioning and Operant Learning involve the learning the learning of simple stimulus response sequences. An elementary response like a motor response may belearned because it has been

followed by a positive consequence. Operant learning also explains how more complex sequences can be learned. One learned response can become a stimulus for a subsequent one, generating a new response (SI, R1, R2, R3, R4, etc.) Kimble (1961) has pointed out that the basic principles of acquisition; extinction, spontaneous recovery, and stimulus generalization are common to both types of learning.

3.   **Cognitive Learning and Modelling:**

Some psychologists believe that neither of the processes mentioned above can explain all the learning that takes place. Operant learning takes a lot of time. First of all the behavior has to be developed. Then it needs to be rewarded. Only when the same response has been rewarded several times does the change become effective. Once again, it seems unlikely that all learning could be explained in this manner. In fact, most such situations cannot be explained in this manner. In 1914, Kohler demonstrated that if a monkey was given two sticks, both of which were too short to reach a banana lying outside a cage, the monkey would have an experience of 'insight'. Without much prior exposure the monkey would suddenly join the sticks together and pull the banana inside. This kind of learning takes place inside the mind. It is like fitting two bits of a jigsaw puzzle together. Reinforcement simply plays the part of strengthening the response; it does not actually cause learning. The principle involved here is perceptual reorganization, i.e., putting bits of information you have together in a new way. This kind of learning is probably very important in changing attitudes towards people.

In modeling, learning takes place through the process of identification. By identifying, a person starts displaying behavior like that of someone else. In organizations this could show up in small details like adopting a style of communication like that of one's superior. Modeling also helps in taking on new roles.

4.   **Reinforcement:**

Reinforcement theory has been developed by E.L. Jhorndike in 1905 (Elements of psychology, New York, Seiler). Reinforcement is defined as any event that alters the probability of occurrence of a response. If the consequence following a particular event is positive, it will be repeated. If the consequence is negative, it is less likely to be repeated.

Secondary Reinforcement: For adults, most reinforcing behaviors are in themselves learned. An important example is money. Unlike food, which is linked to a physical need, money becomes rewarding because other desirable things can be attained through it. Similarly status, approval, power etc. are all reinforcing in an indirect manner.

b.   **BASIC ASSUMPTIONS OF LEARNING PROCESS**

- **Acceptance that all human beings can learn:** The assumption for example, that \ou cannot teach old dog new tricks is wrong. Probably few normal people, in any setting, arc incapable of learning. The tremendous surge in adult education and second careers after retirement attest to people's ability to learn at all stages.
- **The individual must be motivated to learn:** This motivation should be related to personal drives. The individual must be aware of the indecency or unsatisfactoriness of his present behavior skill, or knowledge. The individual must have a clear picture of the behavior, which he is required to adopt.
- **Learning is an active process not passive:**In most cases it takes action and involvement by and of the individual with himself, a resource person or a learning group.
- **Normally the learner must have guidance:** A trial and error method is too timeconsuming. This is the process of feedback. The learner must have answers to "how am I doing?" if he is to correct improper performance before it becomes patronized.
- **Appropriate materials for sequential learning must be provided:** Cases, problem discussion

and reading. Training tools and materials should be available, and it should be recognized that there are imitations in the capacities of these things. It is in this area that so many training programmes get trapped by utilizing the latest training or gimmicks for inappropriate learning.

- **Time must be provided to practice the learning:** To internalize, to give confidence. Too often there is pressure to "pack the programme" to utilize every available moment to tell them something. "This is inefficient use of learning time. Part of the learning process should have slots of time for assimilation, testing and acceptance.

- **Learning methods should be varied to avoid boredom:** It is assumed that there will be sufficient sophistication to vary the methods according to their usefulness to the material being learned. Where several methods are about equally useful variety should be introduced to offset factors of fatigue and boredom.

- **The learner must get reinforcement of the correct behavior:** This is the old story of "you can take a horse to water but not make him drink water against its will". Learners are capable of excellent learning under the most trying of conditions if the learning is satisfying to one or more of their needs.

- **The learner must get reinforcement of the correct behavior:** B.F.Skinner and other behaviorists have much to say on this score. Usually learning can wait for months for correct behavior to be rewarded. However, there may well be long range rewards and lesser intermediate rewards. Further, job performance rewards, when the learner returns from the training programme, must be consistent with the learning programme rewards.

- **Standards of performance should be set for the learner set:** some goals for achievement. While learning is quite individual and it is recognized that learners will advance at differing paces, most learners liked to have benchmarks by which to judge their progress.

c. TRAINING CLIMATE

The success or failure of any training programme depends on the type of organizational climate prevailing in a training institution. If control and dependency types of climates are prevailing in the training institute, the quality of the training programmes conducted will be poor. On the other hand if expertise and extension types of climates are there in the training institute, the quality of training programmes will be good.

McGregor (1960) "the day to day behavior of the immediate superior and of other significant people in the managerial organization communicates some thing about their assumption concerning management which is of fundamental significance".

Pareek, (1973), defined, "organizational climate, which is also called as motivational climate of an organization, is the climate as perceived by the people working there in.

There are many factors which play vital role in making the training climate in the organization. The decision making capability by the organization influences the training environment, how training need assessment is done, on what basis employees are selected for the training programmes, how organization is handling grievances issues, what is working environment in the organization. The employee's perspective is also important in making training climate conducive. It is observed that whether the employees are loyal towards the organization, taking job as challenge, ready to take initiative. Training climate completely depended upon the organizational climate hence we will discuss dimensions of organizational climate.

d. DIMENSIONS OF ORGANISATIONAL CLIMATE

1. **Orientation:** Employee's orientation in general towards the organization which means: his action in the organization, his proposition for development and orient himself towards the organization.

2. **Inter- personal Relationship:** It is the relationship between employees of the organization on

interpersonal basis. It may be full of warmth, trust or apprehensive arid impersonal etc.

3. **Supervision:** It is perceived as the general nature of the supervision. It may be corrective, growth oriented and prospective in nature.

4. **Managing Problems**It includes the way that how organizational problems are viewed and solved in the system.

5. **Communication:** It indicates the nature and purpose of communication in the organization. It reflects whether communication is free and frank and selective, whether purpose of supervision is to help or control and to condemn or to reform etc.

6. **Decision Making:** It involves the various considerations and ways by which decisions are made in the organization. Particularly whether involvement of the employees in decision making is restrictive or pervasive and whole of the organization is influenced by the decision.

7. **Trust:** It involves the way by which management trusts on the employees and extent of mutual trust of employees for maintenance of interpersonal relationship in the organization.

8. **Managing rewards:** It involves consideration for rewarding awards to employees for their performance that may be for expertise, loyalty, ability, control etc.

9. **Risk Taking:** It involves the relationship pattern between managers and subordinates in the risky situations.

10. **Innovation for change:** It involves the considerations for change towards new technology or new ideas to get more benefit and better expertise.

11. **Managing Conflicts**: Conflicts are resolved in the organization; they are not avoided. The conflicts are resolved by analyzing the situations and keeping the objectives of the organization in mind.

Self-Check Questions

6. Who developed the concept of Reinforcement?
7. What is the primary element in Cognitive Learning?
8. What influences the probability of response repetition?
9. What does "CR" stand for in Operant Learning?
10. What shapes an organization's learning climate?

5.7   PEDAGOGY

Initially all formal educational institutions were established exclusively for the education of children and youth. At that time there was only one model of assumptions about the learner and learning. This was the pedagogy model (deprived from the Greek words, "ped" meaning "child" and "agogus" meaning "leader".The pedagogical model has a subject centered orientation to learning and makes the following assumptions:

- That people become ready to learn what they are told by some authority figure (facilitator, trainer, and boss).
- That they have to learn because it's good for them or the authority figure demands it.
- Full responsibility about what should be learned, how it should be learned, when it should be learned, etc., lies with the facilitator.
- Students were submissive and dependent personalities with little experience that could serve as a resource for learning.
- Methodology used was. transmission techniques.
- Students were motivated by extrinsic pressure or rewards.

Empirical research carried out in the fifty's brought out that there are differences between learning style of young and adults. This was first linking that the pedagogical model may not be appropriate for adult learning. Research in the area of clinical and developmental psychology provided information about the condition and strategies that promoted behavioral change, how development takes place throughout the life span of an individual and what is the main stimuli for readiness to learn. Studies in the area of sociology found a connection

between the institutional policies and learning. It was observed that these policies either have inhibiting or facilitating effect on self learning. Social psychology brought out the influence of environmental forces such as social attitudes and customs, reward systems and socio- economic and ethnic satisfaction on learning. Adult educators coined the term andragogy for the growing body of knowledge about adult learners that would enable them to talk about it in parallel with the pedagogical model. Andragogy is derived from the Greek word meaning "adult" (literally man). It was initially used to mean the art and science of helping adults learn. Later on the term has widely been used as an alternative to pedagogy. Pedagogy model was based on how facilitators could control learner's reactions. It was more controlled methodology of teaching as compared to andragogy, which advocated a loosely structured approach. Under pedagogy model adults were taught as if they were children. This fact accounts for many of the troubles encountered by adult educators, such as high drop out rate (where attendance was voluntary), low motivation and poor performance. As opposed to this, andragogy model states that adults learned best through active participation. So the dictum to be followed in adult education is to develop a need to know what the learning has to offer. This can be achieved through testimony of the trainer about his experience or the experience of a successful practitioner. Another way could be by providing real or simulated experience through which the learners experience the benefit of knowledge and the costs of not knowing something. It is seldom convincing for them to be told by someone (like the boss) that it would be good for them. Adults have a deep need to be self- directing. In fact the psychological definition of adult is "one who has achieved a self concept of being in charge of his or her own life of being responsible for making his or her own decisions and living with the consequences This self concept develops a deep psychological need in an adult, to be seen and treated by others, as being capable of taking responsibility for themselves. Although most adults may be completely self-directing in various aspects of their lives (as full time workers, spouses, parents and voting citizens), when it comes to attending any programme labeled "education" or "training" they revert back to their school and college days and the related conditioning, they put on their hats of dependency, fold their arms, sit back, and say "teach me".

Experience has a major role in adult learning process. Since, greater emphasis should be given to the use of experiential learning techniques, such as discussion methods , problem solving exercise, experiential sharing , simulation exercise etc. this will help to build on the already accumulated knowledge and skill of the learners. The experience pooled by the adult in the past gets further enriched when they are exposed to new learning. This may act in three ways i) enrichment of the existing experience ii) the new inputs may modify the existing experience and may make it more meaningful and diverse iii) if the new experience is contradictory to the existing experience, the correct or more appropriate befitting the situation may be learnt which is the right thing to happen in the context of the dynamic changes taking place. Adults are motivated to learn by both extrinsic and intrinsic motivators. One of the most significant findings of the research into adult learning is that adults are motivated to learn. The problem (and our challenge) is that they may not be motivated to learn what we want to teach them - hence the importance of extrinsic motivator pressures from parents, facilitators, competitors and the like.

5.8   SUMMARY

To constitute learning, change should be permanent. Temporary changes may be only reflective and fail to represent any learning. This requirement, therefore, rules out behavioral changes caused by fatigue and stress. The success or failure of any training programme

depends on the type of organizational climate prevailing in a training institution. If control and dependency types of climates are prevailing in the training institute, the quality of the training programmes conducted will be poor. Research in the area of clinical and developmental psychology provided information about the condition and strategies that promoted behavioral change, how development takes place throughout the life span of an individual and what is the main stimuli for readiness to learn.

5.9   KEYWORDS

According to E. R. Hilgard, "Learning may be defined as a relatively permanent change in behavior that occurs as a result of prior experience."

McGregor (1960) "the day to day behavior of the immediate superior and of other significant people in the managerial organization communicates some thing about their assumption concerning management which is of fundamental significance".

Conditioning - Associating stimuli for learned responses.

Reinforcement - Consequences shaping behavior likelihood.

Andragogy - Adult-centered approach to learning.

Organizational Climate - Perceived environment impacting learning culture.

Pedagogy - Teacher-centered approach to education.

Experiential Learning - Learning through hands-on experiences.

5.10   SHORT ANSWER QUESTIONS

1. Write a note on the pedagogy.
2. Describe Classical Conditioning briefly.
3. How does Cognitive Learning differ from Operant Learning?
4. What is the role of reinforcement in learning?
5. Explain the significance of organizational climate in training.

5.11   LONG ANSWER QUESTIONS

1. What do you understand by learning and describe different learning process?
2. What do you mean by training climate and how it is being affected by organizational environment?
3. Elaborate on the differences between Classical Conditioning and Operant Learning, citing examples.
4. Discuss how the dimensions of organizational climate impact learning effectiveness in an organization.
5. Compare and contrast Pedagogy and Andragogy, highlighting their assumptions and impacts on adult learning.
6. Explain the significance of experiential learning in the adult learning process, providing examples.

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5.13   SELF-CHECK QUESTIONS (ANSWER KEYS)

1. Conditioning
2. Skinner
3. Unconditioned Stimulus
4. Conditioned Response
5. Adults
6. Thorndike
7. Insight
8. Reinforcement
9. Consequence
10. Culture

LESSON NO. 6AUTHOR: Dr. SIMRANJIT KAUR

DEVELOPING TRAINING MODULES, TRAINING METHODS AND TECHNIQUES
STRUCTURE

6.0   OBJECTIVES

After reading this chapter student will be able to understand:

- The various training methods available with their strength and weaknesses.
- To understand various modules of training.

6.1   INTRODUCTION

Modules are stand-alone training tools dealing with one central topic, including content, didactics, methods, trainer notes, and evaluation. Each module is subdivided into

sections that are covering subtopics relevant for the module. A training course is constructed of a number of modules, dealing with different aspects of the overall topic of the training course.

Modules can be easily exchanged depending on the situational context and training needs of the target group. Modules are designed in formats to suit different needs as well as time andfinancial constraints. Training modules contain basic texts, model forms, short handouts for workshops, and notes for trainers. Each module has a single topic, with different documents in it for different actors or purposes. The first five modules contain short handouts to be used in an introductory workshop. Except for trainers' notes, all are included in one document.

6.2   INTRODUCTORY MODULES (SHORT HANDOUTS)

- Getting Prepared, what you need to be a mobilizer;
- Getting Started, preparing the community for action;
- Organizing the Community, combining action and training;
- Into Action, community movement;
- Sustaining the Intervention, beyond a single mobilizer;

6.3   INTERMEDIATE MODULES

- Principles of Community Empowerment, reasons behind fighting communal poverty;
- Mobilization, skills in moving and organizing a community to act;
- Participatory Appraisal, stimulating the community to assess itself;
- Management Training, training as a method of (re)organizing for effectiveness;
- The Brainstorm, a training process for obtaining group decisions;
- Participatory Management, running an NGO, a project, or a firm;
- Gender, strategies for awareness raising and gender balance;
- Community Project Design, participatory methods to design a community project;
- Community Resources, identify and release sometimes hidden resources;
- Principles of Income Generation, what lies behind a programme to fight poverty;
- Building a Credit Organization, a community organization for channeling credit;
- Micro Enterprise Training, skills needed by small scale business people;
- Measuring the Strengthening of Communities, how to monitor capacity development;
- Monitoring and Evaluation, observing and analyzing progress;
- Report Writing, how, why, for whom, to write reports;
- Poetry, inspiration and insight for mobilisers;
- Training Methods, using the material.

6.4   SOCIOLOGICAL MODULES

- Readings;
- Discussions;
- Perspectives;
- Classical Sociologists;
- Cultural Dimensions;
- Inequality;
- Community;
- Family;
- Socialization and Education;
- Crime and Deviance;
- Religion;
- Change;

- Demography;
- Miscellaneous;
- Research;
- References.

6.5   TRAINING METHODS AND TECHNIQUES

There are various methods of training, which can be divided in to cognitive and behavioral methods. Trainers need to understand the pros and cons of each method, also its impact on trainees keeping their background and skills in mind before giving training.

6.5.1 Cognitive Methods:

Cognitive methods are more of giving theoretical training to the trainees. The various methods under Cognitive approach provide the rules for how to do something, written or verbal information demonstrate relationships among concepts, etc. These methods are associated with changed, in knowledge and attitude by stimulating learning.

The various methods that come under Cognitive approach are:

6.5.1.1 Lectures:

It is one of the oldest methods of training. This method is used to create understanding of a topic or to influence behavior, attitudes through lecture. A lecture can be in printed or oral form. Lecture is telling someone about something. Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic. Training is basically incomplete without lecture. When the trainer begins the training session by telling the aim, goal, agenda, processes, or methods that will be used in training that means the trainer is using the lecture method. It is difficult to imagine training without lecture format. There are some variations in Lecture method. The variation here means that some forms of lectures are interactive while some are not.

Main Features of Lecture Method

Some of the main features of lecture method are:

- Inability to identify and correct misunderstandings
- Less expensive
- Can be reached large number of people at once
- Knowledge building exercise
- Less effective because lectures require long periods of trainee inactivity

6.5.1.2 Demonstrations:

This method is a visual display of how something works or how to do something. As an example, trainer shows the trainees how to perform or how to do the tasks of the job. In order to be more effective, demonstration method should be should be accompanied by the discussion or lecture method.

To carry out an effective demonstration, a trainer first prepares the lesson plan by breaking the task to be performed into smaller modules, easily learned parts. Then, the trainer sequentially organizes those modules and prepares an explanation for why that part is required. While performing the demonstration, trainer:

- Demonstrates the task by describing how to do, while doing
- Helps the focusing their attention on critical aspects of the task
- Tells the trainees what you will be doing so they understand what you will be showing them
- Explains why it should be carried out in that way

The difference between the lecture method and the demonstration method is the level of involvement of the trainee. In the lecture method, the more the trainee is involved, the more learning will occur.

6.5.1.3 Discussions:

This method uses a lecturer to provide the learners with context that is supported, elaborated, explains, or expanded on through interactions both among the trainees and between the trainer and the trainees. The interaction and the communication between these two make it much more effective and powerful than the lecture method. If the Discussion method is used with proper sequence i.e. lectures, followed by discussion and questioning, can achieve higher level knowledge objectives, such as problem solving and principle learning.

The Discussion method consists a two-way flow of communication i.e. knowledge in the form of lecture is communicated to trainees, and then understanding is conveyed back by trainees to trainer.

Self-Check Questions

1. What is the primary purpose of modules in training?
2. Which method visually displays how something works?
3. What is the acronym for Computer-Based Training?
4. What technique involves each participant playing a given role?
5. What is the term for a mechanical device used for training?

6.5.1.4 Computer Based Training (CBT):

With the worldwide expansion of companies and changing technologies, the demands for knowledge and skilled employees have increased more than ever, which in turn, is putting pressure on HR department to provide training at lower costs. Many organizations are now implementing CBT as an alternative to classroom based training to accomplish those goals.

• Intelligent Tutorial System(ITS)

This Intelligent Tutorial system uses artificial intelligence to assist in training or tutoring the participants. This system learns through trainee responses.

Features of Intelligent Tutorial Systems (ITS)

- It selects the appropriate level of instructions for the participants
- It guides the trainees
- It is a text-based system
- It also evaluates the training program

• Programmed Instruction (P)

Programmed instruction is a Computer-based training that comprises of graphics, multimedia, text that is connected to one another and is stored in memory.

Programmed instruction is the procedure of guiding the participants strategically through the information in a way that facilitates the most effective and efficient learning. It provides the participant with content, information, asks questions, and based on the answer goes to the next level of information i.e. if the trainee gives the correct answer; one branch moves the trainee forward to the new information. And if the trainee gives the wrong answer then different branch is activated, taking the trainee back to the review relevant information in more elaborate manner.

6.5.1.5 Virtual Reality:

Virtual Reality is a training method that 'puts the participant in 3-D environment. The three dimensional environment stimulates situations and events that are experienced in the job. The participant interacts with 3-D images to accomplish the training objectives. This type of environment is created to give trainee the impression of physical involvement in an environment. To experience virtual reality, the trainee wears devices, like headset, gloves, treadmills, etc.Virtual Reality provides trainees with an understanding of the consequences of their actions in the work environment by interpreting and responding to the trainees' actions through itsaccessories:

- Headset - provides audio and visual information
- Gloves - provides tactile information
- Treadmills - is used for creating the sense of movement
- Sensory devices - transmits how the trainees are responding in the virtual workplace to the computer this allows the virtual reality (VR) system to respond by changing the environment appropriately.

Features of Virtual Reality (VR) System

Some of the features of Virtual Reality System are:
- It is poorly understood - requires technical understanding
- It is expensive
- It is time consuming
- It is flexible in nature
- It does not incur traveling, lodging, or food cost
- It requires excellent infrastructure

6.5.3   Behavioral methods:

Behavioral methods are more of giving practical training to the trainees. The various methods under Behavioral approach allow the trainee to behavior in a real fashion. These methods are best used for skill development.
The various methods that come under Behavioral approach are:

6.5.2.1 Games and Simulations:

Games and Simulations are structured and sometimes unstructured, that are usually played for enjoyment sometimes are used for training purposes as an educational tool. Training games and simulations are different from work as they are designed to reproduce or simulate events, circumstances, processes that take place in trainees'job.

A Training Game is defined as spirited activity or exercise in which trainees compete with each other according to the defined set of rules.

Simulation is creating computer versions of real-life games. Simulation is about imitating or making judgment or opining how events might occur in a real situation.
It can entail intricate numerical modeling, role playing without the support of technology, or combinations.

Training games and simulations are now seen as an effective tool for training because its key components are:
- Challenge
- Rules
- Interactivity

6.5.2.2 Behavior-Modeling:

Behavior Modeling vises the innate inclination for people to observe others to discover howto do something new. It is more often in combination with some other techniques. Procedure of

Behavior Modeling Technique

In this method, some kind of process or behavior is videotaped and then is watched by the trainees. Games and simulation section is also included because once the trainees see the videotape, they practice the behavior through role plays or other kind of simulation techniques. The trainee first observes the behavior modeled in the video and then reproduces the behavior on the job.

- The skills that are required to build up are defined
- A brief overview of the theory is then provided to the trainers
- Then, trainees are given instructions that what specific learning points or critical behavior they have to watch
- Then the expert is used to model the suitable behaviors
- Then, the trainees are encouraged to practice the suitable behavior in a role play or through any other method of simulation
- Trainees are then provided with some opportunities to give reinforcement for appropriate imitation of the model's behavior
- In the end, trainer ensures that trainees appropriately reinforce the behavior on the work place

Behavior modeling focuses on developing behavioral and interpersonal skills. This type of method can be used for training in

- Sales training
- Interviewee training
- Interviewer training
- Safety training
- Interpersonal skills training

6.5.2.3 Business Games:

Business games are the type of simulators that try to present the way an industry, company, organization, consultancy, or subunit of a company functions. Basically, they are based on the set of rules, procedures, plans, relationships, principles derived from the research. In the business games, trainees are given some information that describes a particular situation and are then asked to make decisions that will best suit in the favor of the company. And then the system provides the feedback about the impact of their decisions. Some of the benefits of the business games are:

- It develops leadership skills
- It improves application of total quality principles
- It develops skills in using quality tools
- It strengthen management skills
- It demonstrates principles and concepts
- It explores and solves complex problem

6.5.2.4 Case Studies:

Case Studies try to simulate decision making situation that trainees may find at their work place. It reflects the situations and complex problems faced by managers, staff, HR, CEO, etc. The objective of the case study method is to get trainees to apply known concepts and ideologies andascertain new ones. The case study method emphasizeon approach to see a particular problem rather than a solution. Their solutions are not as important as the understanding of advantages and disadvantages.

Procedure of the Case Study Method:

The trainee is given with some written material, and the some complex situations of a real or imaginary organization.

- A series of questions usually appears at the end of the case study.

- The longer case studies provide enough of the information to be examined while the shorter ones require the trainee to explore and conduct research to gather appropriate amount of information.
- The trainee then makes certain judgment and opines about the case by identifying and giving possible solutions to the problem.
- In between trainees are given time to digest the information. If there is enough time left, they are also allowed to collect relevant information that supports their solution.
- Once the individuals reach the solution of a problem, they meet in small groups to discuss the options, solutions generated.
- Then, the trainee meets with the trainer, who further discusses the case.

6.5.2.5 Equipment Stimulators:

Equipment simulators are the mechanical devices that necessitate trainees to use some actions, plans, measures, trials, movements, or decision processes they would use with equipment back on the their respective work place.

It is imperative that the simulators be designed to repeat, as closely as possible, the physical aspects of equipment and operational surroundings trainees will find at their work place. This is also called as physical fidelity of the simulation.

Besides that, the mental conditions under which the equipment is operated such as, increasing demands, pressure of time, and relationship with colleagues, subordinates, etc must also be closely matched to what the trainees experience on the work place.

Equipment simulators can be used in giving training to:

- Air Traffic Controllers
- Taxi Drivers
- Telephone Operators
- Ship Navigators
- Maintenance Workers
- Product Development Engineers
- Airline Pilots
- Military Officers

6.5.2.6 In-Basket Technique:

In-Basket Technique - It provides trainees with a log of written text or information and requests, such as memos, messages, and reports, which would be handled by manger, engineer, reporting officer, or administrator.

This technique focuses on:

- Building decision making skills
- Assess and develops Knowledge, Skills and Attitudes (KSAs)
- Develops of communication and interpersonal skills
- Develops procedural knowledge
- Develops strategic knowledge

6.5.2.7 Role Plays:

Role play is a simulation in which each participant is given a role to play. Trainees are given with some information related to description of the role, concerns, objectives, responsibilities, emotions, etc. Then, a general description of the situation, and the problem that each one of them faces, is given. For instance, situation could be strike in factory, managing conflict, two parties in conflict, scheduling vacation days, etc. Once the participants read their role descriptions, they act out their roles by interacting with one another.

Role Plays helps in

- Developing interpersonal skills and communication skills
- Conflict resolution
- Group decision making

6.5.3 Management Development Methods:

The more future oriented method and more concerned with education of the employees. To become a better performer by education implies that management development activities attempt to instill sound reasoning processes.

Management development method is further divided into two parts:

6.5.3.1 On The Job Training:

The most frequently used method in smaller organizations that is on the job training. This method of training uses more knowledgeable, experienced and skilled employees, such as mangers, supervisors to give training to less knowledgeable, skilled, and experienced employees. OJT can be delivered in classrooms as well. This type of training often takes place at the work place in informal manner.

The procedure of formal on the job training program is:

1. The participant observes a more experienced, knowledgeable, and skilled trainer (employee)
2. The method, process, and techniques are well discussed before, during and after trainer has explained about performing the tasks
3. When the trainee is prepared, the trainee starts performing on the work place
4. The trainer provides continuing direction of work and feedback

The four techniques for on the. Job development are:

Coaching:

Coaching is one of the training methods, which is considered as a corrective method for inadequate performance. According to a survey conducted by International Coach Federation (ICF), more than 4,000 companies are using coach for their executives. These coaches are experts most of the time outside consultants.

- A coach is the best training plan for the CEO's because
- It is one to one interaction
- It can be done at the convenience of CEO
- It can be done on phone, meetings, through e-mails, chat
- It provides an opportunity to receive feedback from an expert

Mentoring:

Mentoring is an ongoing relationship that is developed between a senior and junior employee. Mentoring provides guidance and clear understanding of how the organization goes to achieve its vision and mission to the junior employee.

The meetings are not as structured and regular than in coaching. Executive mentoring is generally done by someone inside the company. The executive can learn a lot from mentoring. By dealing with diverse mentee's, the executive is given the chance to grow professionally by developing management skills and learning how to work with people with diverse background, culture, and language and personality types.

Job Rotation:

For the executive, job rotation takes on different perspectives. The executive is usually not simply going to another department. In some vertically integrated organizations, for example, where the supplier is actually part of same organization or subsidiary, job rotation might be to the supplier to see how the business operates from the supplier point of view. Learning how the organization is perceived from the outside broadens the executive's outlook on the process of the organization. Or the rotation might be to a foreign office to provide a global perspective.

Some, of the major benefits of job rotation are:

- It provides the employees with opportunities to broaden the horizon of knowledge, skills, and abilities by working in different departments, business units, functions, and countries
- Identification of Knowledge, skills, and attitudes (KSAs) required
- It determines the areas where improvement is required

Job Instruction Technique (JIT):

Job Instruction Technique (JIT) uses a strategy with focus on knowledge (factual and procedural), skills and attitudes development.

JIT consists of four steps:

Plan - This step includes a written breakdown of the work to be done because the trainer and the trainee must understand that documentation is must and important for the familiarity of work. A trainer who is aware of the work well is likely to do many things and in the process might miss few things. Therefore, a structured analysis and proper documentation ensures that all the points are covered in the training program. The second step is to find out what the trainee knows and what training should focus on.

Then, the next step is to create a comfortable atmosphere for the trainees' i.e. proper orientation program, availing the resources, familiarizing trainee with the training program, etc.

- Present - In this Step, trainer provides the synopsis of the job while presenting the participants the different, aspects of the work. When the trainer finished, the trainee demonstrates how to do the job and why is that done in that specific manner. Traineeactually demonstrates the procedure while emphasizing the key points and safety instructions.

  Self-Check Questions

5. Which method focuses on decision-making skills using written tasks?
6. What is the training method involving a more experienced employee teaching a less experienced one?
7. What method involves an ongoing relationship between senior and junior employees?
8. What management development technique aims to analyze behavior in social interactions?
9. What is the term for a method that involves the trainee going through different departments or units?

6.5.3.2 Off The Job Training:

There are many management development techniques that an employee can take in off the job. The few popular methods are:

Sensitivity Training:

Sensitivity training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility.

- Social sensitivity in one word is empathy. It is ability of an individual to sense what others feel and think from their own point of view.
- Behavioral flexibility is ability to behave suitably in light of understanding.

Procedure of Sensitivity Training

Transactional Analysis:

Transactional Analysis provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is a transaction. Transactional analysis can be done by the ego states of an individual. An ego state is a system of feelings accompanied by a related set of behaviors.

Straight Lectures/ Lectures:

It is one of the oldest methods of training. This method is used to create understanding of a topic or to influence behavior, attitudes through lecture. A lecture can be in printed or oral form. Lecture is telling someone about something. Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic. Training is basically incomplete without lecture. When the trainer begins the training session by telling the aim, goal, agenda, processes, or methods that will be used in training that means the trainer is using the lecture method. It is difficult to imagine training without lecture format. There are some variations in Lecture method. The variation here means that some forms of lectures are interactive while some are not.

Straight Lecture: Straight lecture method consists of presenting information, which the trainee attempts to absorb. In this method, the trainer speaks to a group about a topic. However, it does not involve any kind of interaction between the trainer and the trainees. A lecture may also take the form of printed text, such as books, notes, etc. The difference between the straight lecture and the printed material is the trainer's intonation, control of speed, body language, and visual image of the trainer. The trainer in case of straight lecture can decide to vary from the training script, based on the signals from the trainees, whereas same material in print is restricted to what is printed.

Simulation Exercises:

Games and Simulations are structured and sometimes unstructured, that are usually played for enjoyment sometimes are used for training purposes as an educational tool. Training games and simulations are different from work as they are designed to reproduce or simulate events, circumstances, processes that take place in trainees'job. A Training Game is defined as spirited activity or exercise in which trainees compete With each other according to the defined set of rules. Simulation is creating computer versions of real-life games. Simulation is about imitating or making judgment or opining how events might occur in a real situation.

6.6 SUMMARY

Training Method may be defined as the educational approach for turning knowledge into learning. Determining which method of training and development to use is based on the needs of the organization, the trainee, and on the task bcittg performed.

6.7 KEYWORDS

- **Mentoring-** It is a form of coaching in which an ongoing relationship is developed between a senior and junior employee.
- **Equipment simulators-** These are mechanical devices that require trainees to use procedures, movements or decision processes they would use with equipment back on the job.
- **Conditioning** - Associating stimuli for learned responses.
- **Reinforcement** - Consequences shaping behavior likelihood.
- **Andragogy** - Adult-centered approach to learning.
- **Organizational Climate** - Perceived environment impacting learning culture.
- **Pedagogy** - Teacher-centered approach to education.

6.8 SHORT ANSWER QUESTIONS
1. Describe Classical Conditioning briefly.
2. How does Cognitive Learning differ from Operant Learning?
3. What is the role of reinforcement in learning?
4. Explain the significance of organizational climate in training.
5. What is the primary distinction between Pedagogy and Andragogy?

6.9 LONG ANSWER QUESTIONS
1. Elaborate on the Various Methods Under Cognitive and Behavioral Approaches in Training. Compare and Contrast their Application and Effectiveness.
(2) Discuss the Role and Importance of Role Plays in Training. How Does It Foster Skill Development

and Problem Solving?

(3) Explain the Significance and Implementation of Virtual Reality (VR) in Training Programs. Highlight the Advantages and Challenges Associated with its Use.

(4) Describe the Procedure and Benefits of Job Rotation as a Management Development Method. How Does it Contribute to Employee Skill Enhancement and Organizational Perspective?

(5) Discuss the Importance of Sensitivity Training in Fostering Social Skills. Explain the Concepts of Social Sensitivity and Behavioral Flexibility and their Relevance in Workplace Dynamics.

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10.11   SELF-CHECK QUESTIONS (ANSWER KEYS)

1. Topics
2. Demonstrations
3. CBT
4. Role plays
5. Simulators
6. In-Basket Technique
7. Coaching
8. Mentoring
9. Transactional Analysis
10. Job Rotation

LESSON NO. 7AUTHOR: DR. SIMRANJIT KAUR

FACILITIES PLANNING AND TRAINING AIDS; TRAINING COMMUNICATION

Structure

INTRODUCTION

7.0   OBJECTIVE

After reading this chapter students will be able to understand:

1.   The various training facilities required for effective training programme.

2.   Different types of training aids used for providing effective training.

7.1   INTRODUCTION

A professional's need for education and training does not end upon completion of his or her formal schooling years. Today, more than ever, continuing education is paramount to maintaining and enhancing one's skills, especially in response to changes in technology that impact virtually every profession. While most state licensing agencies and professional associations require continuing education credits for professional certification, individuals may seek educational opportunities to achieve other personal and career objectives.

7.2 TRAINING FACILITIES

An important part of any training program is the environment. The best training is of little value if it is conducted in the midst of distractions, uncomfortable seating, difficulty in seating audio visual presentations, or similar problems. Attention to these issues therefore is critical.

The training facilities are the resources which are required for providing training in a proper way.

Training facilities:

1. The Training Room:

Whether you design your own training facility or simply go off-site to train, you need to consider many factors in making your training room a learner-friendly environment. The following describes the type of training room that is ideal for most types of training.

It is the best if the room is windowless. Windows can distract the trainees. The walls of the room should be blank-not decorated with pictures or brightly painted. Lighting should be adjustable so it can be dimmed for overheads, video presentations, and the like and be brighter for the lecture, discussions, and exercises. The room should be close to square in shape. Rectangular rooms limit the type of seating arrangements possible. The room should be carpeted and have a sound absorbing ceiling.

If the training is off-site, you want assurance that the walls are reasonably soundproof, especially if dividers separate the room. If it is your own facility, ensure that soundproofing is built into the room. Nearby breakout rooms for small group work would also be desirable and should be soundproofed.

The room should be equipped with its own temperature control, with quiet heating/cooling fans. Sometimes complaint come due to the noisy fans as it is difficult for students to hear due to noise of fans.

2. Furniture:

Choose tables and chairs rather than student desk-chairs. Tables should be movable so they can be set up in any configuration. An ideal table size is 5 feet long and 2.5 feet wide. This size allows two people to sit comfortably on one side. Many configurations are possible by arranging the tables. Putting two tables together makes a 5-foot square where eight people can hold a group discussion.

Obtain padded chairs that are cloth covered, have castors, and are able to swivel. Trainees will be required to sit for extended periods of time, and comfort is important. In addition to providing overall comfort, the swivel and castors allow for ease of movement when trainees must form small groups or turn and work with another trainee. Armrests are also preferred. Being able to learn back and rest your arms creates a relaxing environment, conductive to learning.

A training facility for adult professionals must have flexible and technologically-advanced learning environments that are safe, healthy, comfortable, aesthetically-pleasing, and accessible. It must be able to accommodate the specific space and equipment needs of the training program and curriculum. Support spaces geared toward adult needs, such as a business station that allows students to carry out some business functions during their training sessions, must be seamlessly integrated into the facility as well.

Self-Check Questions

1. What is the primary purpose of training facilities?
2. What aids learning through multiple senses?
3. What enhances communication in development training?
4. How can technology influence education?
5. What supports effective instruction?

7.3. OTHER FACILITIES

A training facility incorporates a number of space types to meet the needs of adult trainees, trainers, and staff. These may include:

7.3.1 Classrooms:

- **Auditoriums**: Large-size rooms designed for lecture-style instruction and training. Auditorium may be equipped with partitions to create smaller training venues. To facilitate circulation and ease of access, locate auditoriums on the first floor of the building near major parking facilities.
- **Conference Rooms:** Multiple purpose medium-size instruction rooms. Depending on the seating configuration, the rooms may accommodate lecture-style instruction or encourage interaction in the form of roundtable discussions and teleconferences. Often two or three conference rooms can be combined to form a larger conference room by opening movable partitions that slide or fold into pockets in the walls.
- **Seminar Rooms:** Multiple-purpose, small-size instruction rooms, usually used to accommodate a small number of people within close proximity.
- **Audio/Visual-Equipped .Rooms:** Rooms equipped for audio/visual and Internet-based instruction.
- **Computer Training Rooms**: Rooms equipped with computer workstations and Internet access for each student.
- **Dry Laboratories:** Media base d, such as electronics.

A U-shaped, tiered seating configuration places participants and trainers within close proximity and promotes discussion and dialogue for ca.se teaching.

7.3.2 User Support Spaces:

- **Trainee Storage Spaces:** Lockers, coat closets, or cubbies for trainees to temporarily store their possessions.
- Library or quiet reading room with study cubicles.
- **Observation Rooms:** Spaces adjacent to classrooms for simultaneous translation of instruction into a second language.
- **Business Stations:** Space equipped with computers with Internet access, phones, and fax machines for trainees to quickly connect with the organizations.
- Convenience Store, Kiosk, or Vending Machines
- Bookstore
- **Lobby:** Central location for building directory,, schedules, and general information
- **Common Space:** Informal, multi-purpose recreation and social gathering spaceCafeteria or Dining Hall
- **Infirmary:** On-site health care facility with a private office for health care provider
- **Restrooms**

7.3.3 Administrative Support Spaces:

- **Administrative Offices:** May be private or semi-private acoustically and/or visually.
- **Trainer Offices:** May be shared .space and equipment, including computers, phones, fax machines, desks, libraries, and supplies.

7.3.4 Operation and Maintenance Spaces:

- General Storage: For items such as stationery, equipment, and instructional materials.
- Food Preparation Area or Kitchen
- Computer/Information Technology (IT)
- Maintenance Closets

7.3.5 Important Design Considerations:

Flexibility:

At some training facilities, programs and schedules vary frequently. Furthermore, instructors have different and evolving training methods. As such, flexibility within the building's design is critical to the success of an enduring training program. The following strategies can be used to meet the challenge of designing a training facility around evolving teaching styles and emerging technologies:

- Cluster instructional areas around central, shared support and resource spaces. Shared resource spaces may include informal gathering spaces, shared seminar rooms, computer kiosks, and trainer offices.
- Use an appropriate combination of stand-alone movable partitions, movable modular furnishings, and large double doors between classrooms and shared spaces.
- Create classrooms of various sizes. Equip larger rooms with movable partitions to accommodate a wide variety of group learning sizes.
- Arrange spaces in keeping with the educational and programmatic goals of the facility.
- When connecting semi-private or enclosed spaces to more open areas, ensure moderate visual openness and acoustical privacy.
- Where possible, allow for individually controlled temperature and lighting.

7.4 TECHNOLOGICAL CONNECTIVITY

Technology has become an indispensable tool for business, industry, and education. Many training courses are specifically designed to enhance a trainee's competency with new software and hardware. In some cases, technology has even changed the way instruction is provided: from traditional live instructor-led courses to self-directed learning and individualized instruction. Distance learning using telecommunication technologies like cable television, Internet, satellites, and videotapes, is popular because it allows students from across the nation to participant in courses remote from the point of instruction.

Given that technology is driving a variety of changes in the organizational and architectural forms of training facilities, consider the following issues 'when incorporating it, particularly information technology (IT), into a training facility:

- Currently, many training facilities provide IT connection in only a few areas, like computer training rooms, business stations, and media centers. Because IT is becoming an integral part of training curricula, designers should plan new training facilities to have a distributed, robust, and flexible IT infrastructure, which would allow technological access in virtually all the spaces.
- During the planning stage, identify all necessary technological systems (e.g., voice/cable/data systems such as audio/visual systems, speaker systems, Internet access, and Local Area Networks [LAN] / Wide-Area Networks [WAN] / Wireless Fidelity [WI-FI]), arid provide adequate equipment rooms and conduit runs for them.
- Allow for computer and Internet, connectivity at desks, as appropriate. Consider equipping fixed desks with under-top computers to ensure adequate sightlines between trainers and trainees.
- Consider and accommodate for wireless technologies, as appropriate.

- For existing training facilities, consider improving access to the IT infrastructure as renovations are undertaken.

7.5   INDOOR ENVIRONMENTAL QUALITY

All educational facilities, including training facilities, must have high-quality indoor environments to promote learning as well as productivity. The following strategies support good indoor environmental quality that can positively influence task performance and attention spans:

- **Quality Acoustics:** Trainees should be able to hear their instructors clearly, and vice versa. Ensure low ambient background noise and appropriate acoustics in classrooms and support spaces through a combination of space planning, sound absorption, and sound transmission reduction techniques. For example, avoid placing mechanical rooms next to classrooms, conference rooms, auditoriums, offices; libraries, laboratories, and computer centers may be adjacent to classrooms. Consider sound amplification and/or speaker systems for auditoriums and other appropriate spaces. Provide accommodations for hearing impaired trainees.

- **Appropriate Lighting**: A high quality, energy-efficient lighting system that utilizes both natural and electric sources as well as lighting controls is optimal for a learning environment. Ensure the lighting design is appropriate for the task at hand. Consider indirect/direct luminaries for ambient lighting in classrooms and support areas. Allow individually controlled lighting in study areas and workrooms where possible. Design appropriate exterior lighting for facilities that will be used at night.

- **Day lighting:** Use day lighting to enhance the visual environment of classrooms as well as support spaces. Coordinate the day lighting scheme with the design of interior lighting and controls as well as other energy efficiency measures. Specify energy-efficient windows. Install proper sun control and shading devices to reduce glare (especially in computer training rooms) and allow for room darkening (for rooms with A/V equipment).

- **Environmentally Preferable Products**: Use low VOC paints and finishes for interior surfaces. Consider selecting renewable materials such as bamboo flooring. Specify no-formaldehyde panels and cabinetry. Use non-toxic cleaning products.

- **Good Sightlines**: Ensure adequate and appropriate sightlines in auditoriums, conference rooms, and seminar rooms. Consider sloped floors, which promote good sightlines and are more accessible than tiered floors.

7.6   SECURITY AND OCCUPANT SAFETY

•   Implement security measures based on the level of protection desired to protect facility occupants and assets (e.g., computer equipment). Consider standoff distances; access control strategies; entrances that do not face uncontrolled vantage points with direct lines of sight to the entrance; open areas that allow for easy visual detection by occupants; and minimized glazing. See WBDG Secure/Safe—Provide Security for Building Occupants and Assets.

•   First time visitors, unfamiliar with their surroundings, may have trouble navigating the safest exit route from the building. Consider using increased signage and/or providing safety information and a building directory in welcome brochures. Also, review and evaluate safety plans on a regular basis.

7.7   OPERATIONS AND MAINTENANCE

Training facilities have varied hours and rates of occupancy, which affect the facilities' operations and maintenance schedules. Consider the following recommendations in developing an operations and maintenance plan:

- During the planning stage of the project, design a proactive facility management program to anticipate facility problems, rather than reacting to problems when they occur. This plan is essential to ensuring optimal long- and short-term use of the facility.
- Appropriate planning decisions can support custodial care, ease of maintenance of facility grounds and building equipment, materials and surfaces, as well as support the flexible scheduling of space for future programs.
- Ensure that program schedules and maintenance schedules are cohesive and compatible.

7.8   OFF-SITE TRAINING FACILITIES

Although a certain pride can come from having your own training facilities, they can be expensive. Off-site training offers several advantages.

First, being off-site provides more assurance that trainees will not be interrupted. It is simply too easy to conduct the trainee if she is on the same floor or even in the next building. Another advantage is the change of pace it offers. Going to a hotel or conference centre is not the same as going to work. Many trainees will associate staying in a hotel with vacation. This change of pace is even more important if a great deal of stress is associated with the job. Off-site training in this situation might be more suited to the learning process. However, choose the off-site facility with care.

Going off-site also allows the trainer to choose a facility compatible with the needs of the particular training event. If breakout rooms, a classroom, U-shaped setup, or all three are required, you can choose the location that best fits the requirements.

Self-Check Questions

6. What influences the learning environment?
7. What complements verbal explanations?
8. What facilitates flexible seating arrangements?
9. What aids auditory and visual instruction?
10. What promotes engagement in training?

7.9   ABOUT TRAINING AIDS

All learning is through the senses. The more senses are brought into use, the more effective is the learning; 97 percent of learning is achieved through simultaneous appeal to the eye and ear. It is because of this that we should make use of audiovisual aids in training.

Effective use of audiovisual aids can be included in any sort of presentation. Charts, slides, videos, overhead transparencies and films can be used to add interest as well as supplement verbal explanations. Proper use of instructional aids saves time, adds interest, helps trainees learn and makes your job easier. But remember that aids to training arc aids only. They are not substitutes for training. Trainers should use training aids to supplement their training rather than to replace all or part of it.

The trainer who shows a chart or illustration without an}' explanation, or who shows slides, videos or films without preparing the trainees to receive them, is guilty of not doing his or her job

7.10   CLASSIFICATION OF

INSTRUCTIONAL AIDS

Projective:

- Motion pictures
- Videos
- Color slides
- Overhead projector transparencies
- Computer pallet

Non-projective:

- Chalkboard
- Whiteboard
- Charts and diagrams
- Models
- Exhibits
- Handouts
- Tape recorder

Selection of Aids:

In selecting aids, take into account the following:

- Practicability
- Attractiveness and interest; vividness
- Suitability
- Complexity
- Clarity
- Portability
- Serviceability
- Availability
- Location
- Preparation and presentation
- Time factor

Principles to Follow in Adopting A Visual Approach:

- Anything that can be quantified or is factual can be presented visually
- Obtain and select the necessary data; confusing data and confusing information will result in confusing visuals
- Know clearly what you want to say in your visuals; write it down
- Plan your visuals; know what you want to include (Sketch an outline of ideas you think will work.)
- Try the visuals out on others before you use them

Charts and Diagrams:

These fall in two main categories:

(1)   Bold and simple

These are for use during a training session. They should:

- Be large enough to be seen by all
- Not necessarily be self-explanatory
- Be functionally coloured
- Include only the essentials

(2)   Detailed

These are for close study at leisure. They should:

- Be more or less self-explanatory
- Be suitable for semi-permanent display

- Be artistically produced

Handouts:

Handouts are specially prepared sheets and notes. They are used:
- For reference purposes during the session or course
- To substitute for note taking
- To retain as a permanent record for reference after the course

A handout can:
- Introduce a topic
- Provide revision
- Provoke discussion

Handouts should:
- Be brief and sharp/containing only essential details
- Be accurate and complete
- Be designed clearly and attractively, with good use of white space
- Include diagrams if appropriate
- Always have a title
- Be planned
- Be of a standard size
- Be presented in a logical sequence
- Be pitched at a level appropriate to the audience When should handouts be distributed?
- Before the presentation
- During the presentation
- At the end

Overhead Transparencies:

The overhead projector is one of the most useful training aids. It can replace the need for chalkboards, whiteboards and charts. The overhead projector can be used for presentation to a group of any size.

All material for use on an overhead projector needs to be reproduced on to transparencies using either special pens or printers with either non-permanent or permanent ink (the latter if the trainer wants to keep and reuse the transparencies). It is also possible to make either black and white or colour transparencies using a specially designed photocopier. Computer-generated transparencies can be excellent.

Design of overhead transparencies:
- Keep them simple
- Include only essentials
- Make sure lettering is of sufficient height (>5 mm) •
- Use colour on colourless film or contrasting colours on colouredfilm
- Do not clutter (no more than seven principle points to a transparency)
- Illustrations can be useful

The overhead projector is probably the most flexible of the aids available to the trainer. Used correctly, it will enhance trainee learning by making presentations more interesting and explanations clearer.

The Computer Pallet:

The computer pallet is a device that replaces the computer screen. It is placed on top of an overhead projector, allowing the instructor to project material that has been prepared and stored on a computer disk.

The same basic principles that apply to the design of overhead transparencies also apply to the preparation of material on a computer for use on a computer pallet. The benefits of using a computer pallet include flexibility and the ability to amend material easily. Particular computer programs, if available to the instructor, can provide a large selection of graphic materials and presentation packages.

At present this technology is not widely available. An instructor who wishes to utilize a computer pallet should be trained and familiar with its use.

Colour Slides:

Main features
- Slides are relatively inexpensive to procure
- They are easily used
- They facilitate study of a topic one step at a time
- All trainees get the same clear view
- Each frame can be studied and discussed at leisure during the screening
- They can be used in conjunction with a tape-recorder (tape/slide sequence)

VIDEOS
- Make sure videos are directly related to the subject; do not use them merely for entertainment or to give yourself a rest
- Make sure all trainees can see the monitor
- The video should be introduced; trainees should be told what it is about and what they should look for
- Review the video in a discussion after screening

7.11 TRAINING COMMUNICATION FOR DEVELOPMENT

Therein lays the real challenge in the creation of training programmes for participatory development communication. Training begins with ourselves and is an ongoing life process. Only when we are confident that we are as participatory' in our everyday lives as we would like to be in the field, can we be bold enough to claim that we can assist in the design of participatory communication for development training programmes.

When we think of communication training, we often think only of technical training. For example, if we are working with video, we tend to think of training that addresses video camera and video editing techniques. In the field of development communication, most of our training programmes focus on technology. The human, social, political, economic, and development process elements involved in communication for development are often given little, if any attention. The production of media products tends to take precedence over communication for development process. As more and more of us begin looking to new information and communication technologies (ICTs), such as the Internet, as tools to help facilitate participatory communication for development, we need more than ever to focus critically on the tendency to make technology determine process.

The shift to thinking about communication for development as a tool for empowerment and social and political change is new, and we are only beginning to keep track of the lessons we are learning from practice in the field. When we discuss participatory communication for development training, the questions that guide our programme planning have little to do with technology. Instead, we discuss issues such as conflict resolution, techniques for dealing with "not-so- participatory" petty bureaucrats, politicians, and local gatekeepers, and strategies for gaining an understanding of cultural dynamics and community politics.

Participatory communication for development training requires significant attention to human relations practices such as group facilitation and group dynamics. Learning contexts need to be flexible and participatory. We know that learning contexts (place, time, character, relationship dynamics, etc.) help to determine the quality of the learning experience. We also know that learning recall occurs more easily in contexts that are similar to the original learning context. This information is particularly important for training in participatory development communication.

If our training programmes are based on bottom-up, teamwork, participant-driven approaches, the programme-values learner initiative and learner determination of content, then the learning context will provide many of the important learning moments. Top-down,

instructor- as-expert. learning approaches lack the human relation processes that encourage learner understanding of participation. In other words, the training experience must reflect the field.

Field-based training for participatory communication for development is far superior to classroom training. Even the technological training that accompanies participatory training is best done in the field. Learners learn best through practice, field experience, reflection on field experience, and learner-initiated requests for instructor demonstrations and content delivery. As trainers, we must try to respect learners' struggles to understand the relationship between theory and practice. We can create a context that helps bring learning moments to the fore, but we cannot "teach" those critical learning moments. We must enable learners to experience those moments in their own way, in their own time.

7.12 SUMMARY

For the effective training programmethe various training facilities are required.

Training aids are instructional media that facilitate employees to acquire the knowledge and skills they need to perform their jobs. The prime objective of teaching aids is to make the message clear to the participants.

7.13 KEYWORDS

- **Portability-** is the general characteristic of being readily transportable from one location to another
- **Handouts-** A handout is something given freely or distributed gratis (without compensation). It can refer to materials handed out for presentation purposes or to a charitable gift, among other things.
- **Continuing Education:** Ongoing learning beyond formal schooling to maintain and enhance skills.
- **Training Facilities:** Spaces equipped for educational purposes, conducive to effective learning environments.
- **Technological Connectivity:** Integration of technology within training facilities for effective instruction and learning.
- **Indoor Environmental Quality:** Creating conducive indoor spaces that promote learning and well-being.
- **Training Aids:** Tools used to supplement training sessions, enhancing learning through visual and auditory means.
- **Development Communication Training:** Programs focusing on communication's role in social and political change within development initiatives.

7.14 SHORT ANSWER QUESTIONS
1. Why is continuing education crucial beyond formal schooling?
2. How do training room setups impact the learning environment?
3. What role does technology play in modern training facilities?
4. How can indoor environments affect learning outcomes?
5. What are the key components of effective training aids?

7.15 LONG ANSWER QUESTIONS
1. Discuss the various types of facilities required for effective training programme?
2. What are the different teaching aids available for training and how best they can be effectively utilized?
3. How does the design of training facilities contribute to the effectiveness of educational programs?
4. In what ways can technological integration enhance the learning experience within training facilities?
5. How do environmental factors like acoustics and lighting impact the learning environment in training facilities?

6. What strategies can trainers employ to effectively utilize various training aids during sessions?

7.16   SUGGESTED READINGS

- Rae, L, The Trainers Guide: A Practical Manual for the Design, Delivery and Evaluation of Training, Aspen Publishing Inc, New York, 1990
- Tracy, William, Designing Training and Development Systems, American Management Association, New York, 1973

7.17   SELF-CHECK QUESTIONS (ANSWER KEYS)

1. Education
2. Multimedia
3. Empowerment
4. Connectivity
5. Technology
6. Environment
7. Visuals
8. Furniture
9. AV Rooms
10. Interaction

LESSON NO. 8AUTHOR: ROHIT KUMAR MARKAN

TRAINING EVALUATION & COST, TRAINING AND DEVELOPMENT IN INDIA

STRUCTURE

8.0   OBJECTIVES

After reading this chapter, the student should be able to:

- To know the meaning of training evaluation and cost.
- To study the different types of training evaluation techniques.
- To know about the training and development scenario in India.

8.1   INTRODUCTION

Evaluation means determining the value of something. Value means worth or usefulness. Assessment of the importance of training is termed as evaluation. The evaluation of training deals with an attempt to obtain information on the effect of training in the light of that information. Evaluation is not theone time process, it is a continuous process. This is the assessment or feedback of the training programmes. Continuous monitoring of the training delivery is required and organization or trainees should apply immediate corrective or reinforcing methods for making next training effective. Any evaluation of a training activity can be only in terms of what the training sets out to do. Evaluation is linked with the objectives of a training activity. Evaluation observes whether the difference between the actual and the standard as envisaged when the training programme began, has been really achieved at the time of end of the training programme. Actually, evaluation would carry on seeing to what extent it was transferred to the learner in the learning situation and got applied on the job. Evaluation process raises various questions like purpose of evaluation, who should do evaluation, methods of evaluation. By implementing these methods in the evaluation process would ultimately facilitate in the up gradation of training quality.

Definition: According to Hamblin (1970) evaluation is defined as "Any attempt to obtain information / feedback at the end of training programme and to assess the value of

training in the light of that information for improving further training."

8.2   NEED FOR EVALUATION

As we know evaluation of training is the integral part of training and development programmes. The evaluation should be pre decided i.e. before the start of training activity. Regarding evaluation the trainer should have clear idea about:

- How to evaluate
- When to evaluate
- What to evaluate
- Who will evaluate

8.3   PURPOSES OF TRAINING EVALUATION

Wide ranges of purposes are there for training evaluations, which are categorized below:

- For improving the training quality i.e. training delivery, methods, contents, level, length of training, trainer.
- For assessing the effective of training course, trainer and training methods.
- For justifying the training cost to prove that benefits out weigh the costs.
- For justifying the role of training for budget planning.

Many organizations assess training outcome in terms of the number of courses conducted, measures the cost incurred on the courses, takes reactions from trainees after completion of the course, overall facilities provided. But for effective training evaluation multiple evaluation objectives should be well defined. Certain objectives, procedures and strategies are there for proper evaluation. At the time of setting training objectives, criteria and purpose of evaluation should be fixed.

An evaluation result gives us valuable information regarding effectiveness of training programmes in meeting individual needs of the trainees. Hence evaluation provides proper feedback for trainees regarding the kind of training interventions and areas in which to be given training. Evaluation is very important in justifying the cost of training. It also helps in improving quality of training, methods, trainees, product development. But in reality the evaluation is carried out very limited. The training in Britain survey (Training Agency, 1989) estimated that only 15 percent of organizations tried to evaluate the benefits of training and development and only 2.5 percent attempted cost/benefit analysis. There is increasing recognition of the importance of evaluation. The government initiate investors in people put a heavy emphasis on the need of evaluation and quotes one of the four essential principles underpinning the scheme (Employment Department, 1991) as: An investor in people evaluates the investment in training and development to assess achievement and improve future effectiveness. Just under a quarter of the indicators used for assessing an organization for recognition as an investor in people involve the evaluation of training.

Self-Check Questions (MCQs)

1. What is the primary focus of Kirkpatrick's Evaluation Framework?
   - A) Cost analysis
   - B) Employee motivation
   - C) Assessing job behavior
   - D) Market research

2. Which evaluation approach involves obtaining information about participants' reactions to improve the HRD process?
   - A) Context Evaluation
   - B) Input Evaluation
   - C) Reaction Evaluation
   - D) Outcome Evaluation

3. What does HRD stand for in the context of organizational development?

A) Human Relations Development

B) Human Resource Deployment

C) Human Resource Development

D) Human Resource Documentation

4. What is the primary purpose of a Cost-Benefit Analysis in training?

A) To measure employee satisfaction

B) To evaluate trainer effectiveness

C) To compare training costs against achieved benefits

D) To identify training objectives

5. Which Indian organization initiated training and development for its employees, inspiring other companies to establish their in-house training departments?

A) Administrative Reforms Commissions

B) All India Management Association

C) National Institute of Bank Management

D) Tata Engineering Industries

8.4 TRAINING EVALUATION TECHNIQUES

The common methods for training evaluation are interviews, questionnaires, survey method, observation, feedback, incident method.

- **Interviews:** Interviewer gets relevant information from the respondents, by using special techniques. Interviewer motivates the respondents by using his own skills and new innovative ideas.

- **Questionnaire**: A structured questionnaire is designed for the respondents. The questions are brief and open ended questions are avoided in the questionnaire. Alternatives are given for the respondents. Respondents are told to mark his choice on the given alternatives.

- **Survey method**: In the survey method one can get a lot of information about a single subject. They are very useful in measuring value preferences, attitudes, standards, liking, rating and other characteristics of a large number of people. Surveys are productive when the areas of investigation on the inquiring are broad and rare.

- **Survey method** is done from specific respondents (sample) representing entire population of the respondents.

- **Observation:** this technique is also useful in training need identification. Direct observation is done without any aids and preconceived notions. Observation has some limitations also, because in adequate information leads into wrong interpretation and ultimately wrong evaluation.

- **Feedback:** After completion of the training programmes, feedback forms are given to the respondents. The forms have the enquires regarding the usefulness of training, training content, understanding aspects and training methodologies used by the trainer.

8.5 MODELS AND FRAMEWORK OF

EVALUATION

MODEL - I

Kirkpatrick's Evaluation Framework

Kirkpatrick provides four criteria for evaluation of training; reaction, learning, job behavior & results.

1. **Reaction (level 1):** At this level, the focus is on the trainees perceptions about the programme & its effectiveness. This is useful information. Positive reactions to a training programme may make it easier to encourage employees to attend future

programmes.

2. **Learning (level 2):** Did the trainees learn what the HRD objectives said they should learn? Measuring whether someone has learned something in training may involve a quiz or test.

3. **Job Behavior (level 3):** Does the trainee use what was learned in training back on the job? This is also a critical measure of training success. If learning does not transfer to the job, the training effort cannot have an impact on the employee's or organization effectiveness.

4. **Results (level 4):** Has the training or HRD effort improved the organization's effectiveness? Is the organization more efficient, more profitable, or better able to serve its clients or customers as a result of the training programme? It is also the most challenging level toassess.

MODEL -II

THE CIRO Approach to Evaluate Training Impact

Another four - level approach, originally developed by Warr, Bird and Racham, is a rather unique way to classify evaluation processes.

1. **Context Evaluation:**

    Involves obtaining and using information about the current operational situation (or context) to determine training needs and objectives. This evaluation determines if training is needed. During this process, three types of objectives may be evaluated;

    - Ultimate objectives |the particular deficiency in the organization that the programme will eliminate or overcome).

    - Intermediate objectives (the changes in employee's work behavior that will be necessary for the ultimate objectives to be attained)

    - Immediate objectives (the new knowledge, skills or attitudes that employees must acquire to change their behavior and reach the intermediate objective).

2. **Input Evaluation:**

    Input evaluation involves obtaining and using information about possible training resources to choose between alternative inputs to training. This type of evaluation involves analyzing the resources available (both internal and external) and determining how they can be deployed so that there is a maximum chance of achieving the desired objectives. Factors such as budget and management requirements may limit the options available. Thus, input evaluation refers to the process of collecting evidence and using it to decide on the training methods.

3. **Reaction Evaluation:**

    Reaction evaluation involves obtaining and using information about participants' reactions to improve the HRD process. The distinguishing feature of this type of evaluation is that it relies on the subjective input of the participants. Their views can prove extremely helpful when collected and used in a systematic and objective manner.

4. **Outcome Evaluation:**

    Outcome evaluation involves obtaining and using information about the results or outcomes of training, and is usually regarded as the most important part of evaluation. If outcome evaluation is to be successful, it requires careful preparation before the programme begins. These are four stages that form outcome evaluation.

    1. Defining trend objectives.
    2. Selecting or constructing some measures of those objectives.
    3. Making the measurements at the appropriate time.

4. Assessing the results and using them to improve later programmes.

MODEL -III

Virmani. B.R. and Seth, P Evaluation

Model:MODEL

They proposed three stages:

- **Pre- Training Evaluation:** This would not only help the management and the trainee in identifying the training needs but also help the trainers become acquainted with the diverse training needs of the participants.
- **Context and Input Evaluation:** This would help to assess whether the training programme/ course inputs are in conformity with the objectives of the programme and have the desired effect on the participant.
- **Post Training Evaluation:** consisted of the reaction level, learning evaluation, job improvement plan, on - the job evaluation and follow up after six- months/ one year.

8.6   TRAINING COST-BENEFIT ANALYSIS

Professional managers for whom training and development are an important part of human resource management continuously seek answers to questions like:

1. What should be the optimum size of the training department?
2. What is the total cost of training to the organization?
3. How many trainees/ training days can the organization afford?
4. What is the worth of the training manager/trainer, where could he be placed in the organizational hierarchy?
5. What is the cost of training in relation to production /service cost?

The training department cannot get away without having their costs analyzed. Some are scrutinized annually or once in two/three years. Even if the training costs arc not looked at with rigor, the training manager would like to know the worth of his function.

Major Hurdles in Cost - Benefit Analysis:

Calculating returns on human investment is not very tangible because:

1. Training is an enabling function and in times of crisis it is too late to start training. Training operates on a long time scale than other investments. Management struggling for survival in the short run expects visible results where as lead time for training is comparatively high and therefore it is difficult to measure the returns immediately after training.
2. Training is an investment in creating human capital. If a company spends a lakh of rupees on purchase of computers it is a tangible visible capital asset. The same invested in people is locking up money which is dangerously portable if trained people walk out of the company.
3. Similarly measuring results are fraught with difficulties. A company wanting to promote its products trains its marketing personnel and then sets to compare their after training sales. Can the increase in sales be attributed to training and/or other factors contributing simultaneously to that situation? Logically one might want to compare the trained managers market performance with those not trained, but the outcome again can be attributed to other organizational factors.

In spite of these difficulties some estimates of cost and benefit are possible.

Calculating Costs:

Costs are charges incurred for training and can be divided thus:

1. external training course costs include:

- the fees charged to the organization by the trainer
- the cost of traveling and accommodation involved
- costs incurred, conceptually and actually , by the organization's staff in connection with arrangements for the trainee's attendance
- the trainee's time
- loss of production as a result of the trainee's absence

2.   In cases of in - house training conducted by company trainers, for company trainees, time and premises, exact costs are difficult to measure, but estimate can be made only.

There are basically three parameters which are helpful in determining cost.

- **Fixed Cost:**

These costs remains fixed throughout the year and not changed e.g. training staff's salary, insurance and pension and other contributions by the company.

- **Supportive Cost**

These costs can be occasional like the outside accommodation for trainer and trainee's room rent, equipment hired for training purposes, conference hall in the hotels. Expenditure on Traveling, stationary.

- **Opportunity Cost:**

The employees who are on training are not doing their actual services. So the opportunity cost is the value of that employee's services if they had been contributing directly in their job to the company output.

Measuring Benefits:

Benefits from the training programmes may be direct or indirect and in the long term or immediate benefits. Some of the skills can be directly taught to the trainees and its effect can be seen in the routine work. Indirect benefits may include reduction in the employee's grievances, improvement in discipline, time management, reduction in customer complaints etc. long term benefits may include team management and leadership skills, creative and problem solving skills, improvement in human relations and improvement in communication skills. It has been found that it is easier to carry out such return on investment analysis for executives than for managers. It is easier to carry out cost benefit analysis at departmental level than at the organizational and the corporate level.

Self-Check Questions

6.   What is the highest level of Kirkpatrick's model?

7.   Which Indian organization commenced training post-independence?

8.   Which evaluation method involves obtaining trainees' perceptions of a program's effectiveness?

9.   What is the primary focus of a Cost-Benefit Analysis in training?

10.   What is the acronym for Human Resource Development?

8.7   TRAINING AND DEVELOPMENT IN INDIA

According to Rudrabasavaraj the training and development in India started through multinational oil company based in India in 1940. after independence the training and development was supported by many organizations like ; All India Management Association, New Delhi, Administrative Reforms Commissions Report, 1967, Hill, Haynes and Baumgartel. In 1956 Tata Engineering Industries started training and development for its employees. Tata's initiative had given motivated other Indian companies to establish their own in house training and development departments rather than depending on multinational companies. The traditional or evolutionary history of training and development reported by the Lok Sabha Secretariat (1971- 72), in which it was discovered that training and development originated from the extension of the family Father to Son Training and Development system

to industrial Executives. Today the training and development has changed a lot, drastic changes has happened which has resulted in the transformation of companies at a large extent. Training has resulted in the rapid change in mindsets, behaviour, motivational levels and skill set of the employees. Training helps the employees in completing the job assignments by the individuals. Management training in India is covering certain standard topics or types of activities in the organization, e.g. planning , organizing, finances ,sales, accounting, etc. with the human relations movement, training programs recognized the need to cultivate supervisory skills, e.g. delegating, career development, motivating, coaching, mentoring etc. Around the year 1977, banks started feeling the need for revitalization and development of human resources. Subsequently State bank of India, Canara bank, Punjab national bank and others setup their HRD departments. The National Institute of Bank Management (NIBM) took up several HRD initiatives, including a program on HRD, and dealt out useful information in the form of research reports on different dimension of HRD in banking industry. Parallely, some banks started communicating their 1IRD philosophy and values to their employees through their in house journals. In spite of these initiatives, there is widespread feeling that HRD is merely a fashionable term and nothing substantial has been achieved so far. Efforts do not seem to have born into deep into the veins of banking organizations: most of the banks do not yet have a well chalked out training and placement policy. Though the assessment of training and development needs is far behind; few banks have career development strategy in operation : decisions on promotions are not made on the basis of assessment of employees potential but on the basis of performance in the past; the slacks exist in understanding of HRD values, philosophy as also of management development, competitive nature of business; further , short term target orientation, frequent changes of chief executives and their lack of accountability for sound human resource development have made it difficult for the managers to understand the values and the nature of HRD. The response of the line managers towards HRD, certainly Luke warm ,is attributed to their feeling of powerlessness, loss of control .strong influence of union at the work place, lack of support of higher management to tackle basic issue of discipline in the workplace and frequent transfers; they are expected to achieve business targets in a short time frame and their performance is generally evaluated on their target achievement; and , issue relating to employees are sidelined or at the best dealt within a piece-meal manner(Khandclwal, 1988).All this make man management immensely complex and demands serious HRD efforts. In Pepsi Co. (Frito Lay division) for the assessment of training and development needs a separate Development Action Plan (DAP) sheet is used. The assessment is made in the different departments like HR, Finance, Quality Assurance, Manufacturing, and Engg. The assessment is done for checking presentation skills, design and facilitation, communication skills, planning, innovative skills, analytical skills. For assessing managerial effectiveness i.e. Supervision execution, courageous leadership, customer orientation, competency levels in managers. The training needs assessment will help program management determine development and training needs and establish the basis for developing training responses most appropriate to develop workers' missing skills or to strengthen their existing skills (Quality Assurance Guidelines, 1985).

8.8 SUMMARY

Evaluation is the systematic collection and assessment of information for deciding how best to utilize available training resources in order to achieve organizational objectives. Monitoring and evaluation is one of the most important but neglected or least adequately carried out parts the training process. Evaluation ensures that whether transfer has occurred and ensures that the training has had the desired effect. In India training and development has become very important due to changing scenario i.e. modernization, globalization, mergers and acquisitions occurring at rapid pace in the global economy. Many

Indian companies are establishing there own training and development facilities for in-house training facilities.

8.9 KEYWORDS

Training Evaluation: The process of assessing the effectiveness and value of training programs to improve future training initiatives.

Kirkpatrick's Evaluation Framework: A model for evaluating training that includes four levels: reaction, learning, job behavior, and results.

Cost-Benefit Analysis: Assessment of the costs incurred versus the benefits gained from a training program.

HRD (Human Resource Development): A framework for helping employees develop their skills, knowledge, and abilities within an organization.

Context Evaluation: Understanding the current operational situation to determine training needs and objectives.

8.10 SHORT ANSWER QUESTIONS

1. What is the primary purpose of training evaluation?
2. How does feedback contribute to enhancing future training programs?
3. What are the levels of Kirkpatrick's evaluation model?
4. Why is cost-benefit analysis essential in training programs?
5. What does HRD encompass in organizational development?

8.11 LONG ANSWER QUESTIONS

1. What do you understand by training evaluation? What are the different types of training evaluation?
2. What do you mean by training cost-benefit analysis and its importance?
3. What are the key objectives and purposes served by training evaluation within organizations, and how do they contribute to enhancing the training quality?
4. Explain the four stages of Kirkpatrick's Evaluation Framework and their significance in evaluating training effectiveness.
5. How does cost-benefit analysis aid in justifying the expenditure on training and development, and what are the challenges associated with this analysis in the context of human capital investment?

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8.13 SELF-CHECK QUESTIONS (ANSWER KEYS)

1. C) Assessing job behavior
2. C) Reaction Evaluation

3. C) Human Resource Development
4. C) To compare training costs against achieved benefits
5. D) Tata Engineering Industries
6. Results
7. Tata
8. Feedback
9. Benefits
10. HRD

LESSON NO. 9AUTHOR: ROHIT KUMAR MARKAN

MNC'S PERCEPTION OF TRAINING FUNCTION PERCEPTION OF TRAINING IN PUBLIC SECTOR ORGANISATIONS

STRUCTURE

9.0 OBJECTIVES

- To get an exposure of training scenario in Multinational corporations.
- To review the study done in training field by different authors.
- To stud}' the perception of training in public sector organizations in Indian.

A)   MNC'S PERCEPTION OF TRAINING FUNCTION

9.1   INTRODUCTION

Training plays an important role in man-power development even at the level of industrial unit. Training comes next to recruitment and selection. It is necessary, useful and productive for all categories of workers find supervisory staff. Training is practical in nature and is useful in order to create sense of confidence in the minds of the newly recruited workers. It is for developing skills among workers. Training is necessary due to technological changes rapidly taking place in the industrial field. Expenditure on training is a profitable investment to the employer. Training is, now, common in all industrial units. It is an internal aspect of personality development. Every organization needs to have well trained and experienced people to perform the activities that have to be done. If the current or potential job occupant can meet this requirement, training is not important. But when this is not the case, it is necessary to raise the skill levels and increase the versatility and adaptability of employees. As the jobs become more complex, the importance of employee training also increases. In a rapidly changing environment, employee training is not only an activity that is desirable but also an activity that an organization must commit resources to if; it is to maintain a viable and knowledgeable work force.

9.2   MNC'S PERCEPTION OF TRAINING FUNCTION

A recent study done in the US by Adventuress, a Boston based research and consulting company, revealed that corporate America spent $10 billion in tuition reimbursement. Interestingly, a leading high-tech company acknowledged that it spent $20 million per annum on tuition reimbursement, but a subsequent audit revealed that the actual amount was $50 million. The pertinent question is—can an organization calculate the return on investment (ROI) on employee education? The answer is more complicated than it appears. "Realization of ROI comes to the fore because of the attrition level," agrees Satyen Parekh, managing director, Borland India. The ROI calculated for technical skills training is much easier than managerial or functional responsibility. For the latter a long-term perspective has to be considered. Parekh, in fact, believes that an organization should be able to judge on whom to invest and whom not to at the recruitment level itself. "Knowledge can be implemented by training, but inner capabilities are ingrained— then if you take in a person, no matter what the training, attrition will remain," asserts Parekh. Employer-provided training practices among MNC (multi-national corporations] manufacturing companies in the Tianjin Economic Development Area (T.E.D.A.) of China. The study bifurcated the data into two areas: all firms and only firms with a structured formal training program in place. A face-to-face interview was administered to HR personnel and trainers in the "top eighty" manufacturing MNCs in T.E.D.A. as designated by the T.E.D.A. administrative government in March 2000. A total of 56 interviews were obtained for a sampling margin of error of +/- 5. Data analysis revealed that overall the workforces in T.E.D.A employed 350 people or less, were largely youthful, and growing slowly. All employees had 11 to 15 years of formal education. A majority of firms conducted training needs assessments, gave skilled workers more training than unskilled, and earmarked 60% of the training budget for outsourcing. The quality perception of outsource training available in T.E.D.A. was mediocre. Management, technical skills, QC [quality control], and sales training accounted for 67% of the current training need. In three years, they were still perceived to be accounting for the same amounts, but among well-correlated training departments, QC training was expected to decrease 2%, while in firms without a structured training program, sales training was expected to increase 2%. Trainers did not perceive employee turnover as a training problem. It found that there is a clear association between age and the amount of training offered to and received by workers. Employees aged over 55 were less likely than other workers to participate in training, or to have been offered it. Older employees were also less likely than younger or mid-life workers to take up any opportunities for training that were made available. Furthermore, older workers were more likely only to have received on-the-job training (Becci Newton, 2006). Tung-Chun Huang (2001) conducted a study on the relation of training practices and organizational performance in small and medium enterprises. The main objective of the study was to determine whether training programs produce real benefits for small and medium-size enterprises (SMEs), we must investigate the relationships between those programs and their effects on the business performance of SMEs. To remedy these inadequacies and more accurately assess the relationships between training and training effectiveness, this study employs a comprehensive measurement of training including training organization, expenditure, duration, process, and delivery methods. It found that firm with sophisticated training systems and strong management support for training are most successful at maximizing the effectiveness of their training programs.

9.3 TRAINING SCENARIO IN MNC'S STUDIED BY DIFFERENT AUTHORS

Raquel Velada, Antonio Caetano (2007): conducted a study on the Training transfer: the mediating role of perception of learning. The main objective of the study was to analyze the mediating effects of perception of learning between occupational satisfaction,

affective reactions, and utility reactions and perceived training transfer. It found that occupational satisfaction; affective and utility reactions Eire associated with perception of learning and perceived trainingtransfer. And the results also reveal that perception of learning fully mediates the relationship between occupational satisfaction and perceived training transfer and partially mediates the relationship between affective reactions, utility reactions and perceived training transfer.

Jaideep G. Motwani, Yunus Kathawala (1994): conducted a study on the quality Training:the key to quality improvement. The study was to Argues that organizations are in the midst of a competitive revolution and quality improvement is an important factor in the quest to remain competitive. It found that a quality training programmed requires certain elements for it to be successful: a change in the company's culture; support of top management; a strategy to guide the company; communicating to employees the reason for quality improvement and how the change will affect them; providing the proper training and providing it at the proper time; and evaluating the training process.

Atul Gupta, Susan T. Sadowski (1998): conducted a study on the end user Training in the service industry. This survey research explores the key variables of lop management involvement for an effective end-user training program. Out of the seven variables: top management belief, a discussion of operating functions, a discussion of the development of the training program, funding commitment, the setting of priorities, a written plan, and progress monitoring, only three (funding commitment, a written plan, and progress monitoring) were statistically significant. The research results provide guidelines for top management of organizations with end-user training programs and recommendations for further study in top management involvement in end-user training programs.

Falls Church, VA (1998): conducted a study on the employees' perceptions of the training
and development system in a large Federal government agency. Data come from a database built from a survey with over 3800 respondents. The survey is representative of five populations: executives, managers, supervisors, and professional / administrative and technical/clerical support staff. The survey instrument used to measure employee' perceptions of the training and development system consisted of 68 items in three sections. This study provides conclusions about the factor structure underlying the indicators in the survey. It describes the relationships among employees' perceptions of the status and effectiveness of the training and development system and their perceptions of the value of training and development.

Garrett J. Endres, Brain H. Kleiner (1990): conducted a study on the management training and development program. The main objective of the study was to successfully measuring effectiveness in management training and development can be a difficult task. Design of a valid measurement programme should include evaluation in key areas; including emotional reaction and knowledge gain measured after training interventions. Behavioral change and organizational impact measurements should be used on a longer time horizon to evaluate the progress and currency of the management development programme. They found that maintaining a balance of the above measurements is the final key to success in measuring the effectiveness of management training and development.

Meliza, Larry L.; Knerr, Bruce W. (1991): conducted a study on the Early Training Strategy Development for Individual and Collective Training. The training strategy for a new weapon system identifies the training devices required, the tasks each device will be used to train, and the circumstances under which each device will be employed. Consideration of embedded training (i.e., use of operational equipment and training software to provide training) as the first option for new weapon systems forces early development of training

strategies. Training development tools, such as the Optimization of Simulation-Based Training System, are available to support development of a training strategy, but an overall model is needed to show how the various tools can be integrated to support strategy development. This report found that high-level model for early training estimation that incorporates other training development tools. The benefits of this model include integration of individual skills training across duty positions, individual skills training with collective training, collective task training across unit missions, and collective task training across echelons.

Robert K. Smith (2002): conducted a study on the Personal training and development delivery system. A personalized training and development methodology that determines an individual's strengths and weaknesses and automatically provides training and development exercises that focus on reinforcing an individual's strengths and modifying his behavioral weaknesses. The report also gives a composite of his world thinking and one of his self thinking where all three dimensional orientations are put together into an overview of his perspective. The application software ranks those thinking orientations that serve as strengths and those that serve as weaknesses into an order that determines which training and development reminders are sent to the person and in which particular order. The application software then schedules the sending of those training and development reminders on a periodic basis.

David W. Test, Jill Solow (2004): conducted a study on the identification of the Training needs and current status of Training for direct staffs. Data sources were (a) direct support staff (b) administration (c) consumers and the sample size were 450 respondents. The stratified sampling Used. They found that direct support staff recognized the needs (a) for additional training on community support skill standards, (b) to develop a comprehensive, cost efficient statewide system for training direct support staff (c) to develop the role of direct support staff into a valued profession.

Chiang Ku Fan & Chen-Liang Cheng (2006): conducted a study on the identification of the Training needs for continuing professional development for life insurance sales representatives. They used the questionnaire for data collecting tool. They found that life insurance companies need to train their sales representatives to an adequate standard in competencies of problems solving, communication, information technology utilization, culture compatibility, emotional intelligence, collective competence and ethics.

Self-Check Questions

1. What does the study by Adventuress reveal about corporate America's spending on tuition reimbursement?
   - A) $50 billion
   - B) $20 million
   - C) $10 billion
   - D) $50 million
2. According to the study on MNCs in China's Tianjin Economic Development Area, what percentage of the training budget was earmarked for outsourcing?
   - A) 40%
   - B) 50%
   - C) 60%
   - D) 70%
3. Which sector was highlighted in the study on training and development strategies?
   - A) Banking Sector
   - B) IT Sector
   - C) Manufacturing Sector
   - D) Retail Sector
4. What is the primary objective of the Development Action Plan (DAP) sheet used in Pepsi Co. (Frito Lay division)?
   - A) Evaluating customer orientation
   - B) Assessing managerial effectiveness
   - C) Analyzing technical skills
   - D) Measuring communication skills

5. What does the study by Kenneth L. Murell emphasize about training and development in developing countries?
    A) It fosters individual competition
    B) It enhances technological advancements
    C) It correlates with economic growth
    D) It leads to skill standardization

B)   PERCEPTION OF TRAINING IN PUBLIC SECTOR ORGANISATIONS

9.4   INTRODUCTION

A trained employee is perhaps the best asset of an enterprise. The right employee training and development accompanied by proper training need assessment gives returns to the organizations in terms of increased productivity, knowledge, loyalty and contribution .studies have also shown that the most successful and productive employees are those receives continuous training in the organization . With changing global market scenario and competitiveness the need of the industry is changing. The companies today need those employees who are matching the current needs of the business. In today's competitive labor market, demand for skilled workers far exceeds supply. The trained employees develop knowledge, skills, attitude, behavior and technical skills with periodic training given by the enterprise. In this manner the employees are becoming trained in professional and operational skills. By this manner workers are motivated and show their involvement in the decision making.

In the outsourced economy, training and development is mandatory accompanied by proper training need assessment. According to M.Das, HR Manager of a telecom company," A leader may not relish the idea of outsourcing. However, the reality is that happens, a company will want a workforce that is nimble, adaptable, and be prepared to participate in your organization at a new level of competitiveness". The organizations should focus on the kind of training programmes organized. Determine what professional skills are most pertinent to address. In the competitive scenario people as well as business is learning a lot. The organizations should assess what kind of skill scarcity is there in their employees. If proper need assessment is done then employees can hone their skills and subsequently achieve the company's goals and objectives.

 Training acts as catalyst in bringing about the desired changes in the employees. An employee, who undergoes training, learns; this results into changes in knowledge, skills, and attitudes. The reflection is seeking in improvement in work and organizational effectiveness increases. In the modern banking systems all organizations are more concerned about the profitability. In the new areas of business like mutual funds, leasing, merchant banking, it is possible to increase profitability by giving training to the staff. To develop employee's new technology should be adopted. There is also need to make training more cost effective. The employees are becoming too much self- centered, so they are becoming power oriented and showing less concern towards service delivery. With proper assessment there is improvement in individual as well as organization. The employees came to know about their skills, competencies, behavior, knowledge deficiencies, tuid attitudes. The employer came to know their managers/executives take decisions, how they perform their duties, how' employees do self analysis. A well structured training need assessment procedure gives insight on the key result areas of the employees; how executives behave with the sub-ordinates i.e. behavior evaluation is done. Assessment helps in identifying performance discrepancy in the operational analysis. The operational analysis determines exactly what is required of employees in order for them to be effective. In operational analysis we have found that problem is due to new employees doing not receive enough training. Training helps in determining what KSA's, required by employees in a particular department in order to meet the expected performance. Training need assessment also helps in determining the characteristics of the task environment that are required for performance

to be able to meet expected performance. Training need assessment helps in determining the job description, job specification, performance standards & performance of the job responsibilities of the employees. Proper training need assessment helps in evaluation of the training programme conducted & vice-versa; hence the training need assessment must be systematic so that desired results are obtained, and the inadequacies can be removed, which will result into quality performance. The employees at different stages will show different level of competencies. Training need assessment helps the organization to judge employee's cognitive skills i.e. strategic thinking &planning , decisions making capability, imagination, creativity, technical skills and organizing abilities. Assessment helps in checking the relationship of the executives with co-workers i.e. team work, motivating & influencing others, building maintaining relationships, stress management , soft skills, courteous to others, leadership skills, managing staff. Assessment helps in determining the employee's analytical skills, dynamic nature & flexibility in solving various problems.

Employee education has become an integral part of today's corporate philosophy (read strategy). Underwriting tuition fees (partly or fully), for both technical and managerial courses, is common in most companies which take great pride in being called "learning organizations". This is a necessary appellation if an organization wants to attract and retain the best talent pool. It is however imperative to link the money spent on employee education with career growth and other business needs.

9.5 TRAINING IN IT SECTOR

The main areas of employee education are technical and managerial streams. An organization like HCL Comnet trains its employees worldwide on technical and transition management modules. The organization has a technical skills certification reimbursement policy. SM Arif, vice president—HR, HCL Comnet, says, "Our culture of learning is built around the popular programme EDGE (Employee Development, Growth and Empowerment) which aims at making the company a 'knowledge driven organization'—an organization where growth is measured not just by profits but also from the synergetic growth of each employee." The Top Gun Technology School and the Star-Tech School are two skill-up gradation initiatives under this programme.

E-funds International introduced a formal programme to sponsor employee education, earlier this year. Dr Pradnya Parasher, senior director, human resources, e-Funds International India, informs, "The FACE (Facilitating Continuous Education) scheme was launched to encourage, support and facilitate associates who are enrolled in advance or specialized courses to complete their course and to motivate those interested to take up courses relevant to their work area."

While e-Fundsemployees'are entitled to a reimbursement of Rs. 50,000 per course, HCL Comnet has committed a minimum of 14 man-days per employee, instead of limiting the amount of money spent.

A study was conducted on the training and development strategies in IT service industry. This study highlighted present trends and common practices in training and development activities in specific and in human resources management in general. InfoTech sector is a thrust area of economic development in developing economies, like in India. Government and private joint initiatives make this sector a sunshine industry sector. Potentials of human resources explore in the professionally managed IT service companies. The training and development activities strengthen capabilities of IT service companies and help them to achieve excellence. Present study evaluated the heart of this knowledge industry, which centered on knowledge workers. Present study briefly elaborated the training and development practices of two top-ranked companies and found some unique

modes of delivery of training. This study also pointed out that companies placed in higher value-chain have long-term vision as compared to ones in lower in value-chain Das, Anup Kumar (2005).

Self-Check Questions

6. What is the acronym used by HCL Comnet for its employee development program?
    A) EMS (Employee Management System)
    B) TOP (Training Optimization Program)
    C) EDGE (Employee Development, Growth, and Empowerment)
    D) STAR (Skills Training and Advancement Program)
7. What is the primary focus area of training in the banking sector?
    A) Technological innovation
    B) Financial modeling
    C) Employee retention
    D) Human resource management
8. According to the content, what is the primary purpose of employee education in organizations?
    A) Profit maximization
    B) Skill diversification
    C) Knowledge reinforcement
    D) Recruitment efficiency
9. What is the significance of the "FACE" scheme introduced by e-Funds International?
    A) Leadership development
    B) Technical certification
    C) Continuous education support
    D) Career transition training

9.6   TRAINING IN BANKING SECTOR

Around the year 1977, banks started feeling the need for revitalization and development of human resources. Subsequently State bank of India, Canara bank, Punjab national bank and others setup their HRD departments. The National Institute of Bank Management (NIBM) took up several HRD initiatives, including a program on HRD, and dealt out useful information in the form of research reports on different dimension of HRD in banking industry. Parallely, some banks started communicating their HRD philosophy and values to their employees through their in house journals. In spite of these initiatives, there is widespread feeling that HRD is merely a fashionable term and nothing substantial has been achieved so far. Efforts do not seem to have born into deep into the veins of banking organizations: most of the banks do not yet have a well chalked out training and placement policy. Though the assessment of training and development needs is far behind; few banks have career development strategy in operation: decisions on promotions arc not made on the basis of assessment of employees potential but on the basis of performance in the past; the slacks exist in understanding of HRD values, philosophy as also of managementdevelopment, competitive nature of business; further , short term target orientation, frequent changes of chief executives and their lack of accountability for sound human resource development have made it difficult for the managers to understand the values and the nature of HRD. The response of the line managers towards HRD, certainly

Luke-warm ,is attributed to their feeling of powerlessness, loss of control .strong influence of union at the work place, lack of support of higher management to tackle basic issue of discipline in the workplace and frequent transfers; they are expected to achieve business targets in a short time frame and their performance is generally evaluated on their target achievement ; and , issue relating to employees are sidelined or at the best dealt within a piece-meal manner (Khandelwal, 1988). All this make man management immensely complex and demands serious HRD efforts. In Pepsi Co. (Frito Lay division) for the assessment of training and development needs a separate Development Action Plan (DAP) sheet is used. The assessment is made in the different departments like HR, Finance, Quality Assurance, Manufacturing, and Engg. The assessment is done for checking presentation skills, design and facilitation, communication skills, planning, innovative skills, analytical skills. For assessing managerial effectiveness i.e., supervision execution, courageous leadership, customer orientation, competency levels in managers. The training needs assessment will help program management determine development and training needs and establish the basis for developing training responses most appropriate to develop workers' missing skills or to strengthen their existing skills (Quality Assurance Guidelines, 1985).

The banks are service oriented; the development of human resources is the most important, because developed employees will develop sound system in banks, which will help in economic development in the nation's interest. In the banking sector effective training programmes are equally important. Kenneth L. Murell (1984) describes the importance of training and development in the developing countries. The training and development improves individual needs for skills and knowledge, but also develops group and team skills, hence helps in developing country's growth. Employees in banks need three types of skills; conceptual skills (at the senior management levels), inter-personal skills (at the middle management levels), technological or job related skills (at the front line).The important part in training is that how employees respond to the training, value it and organize themselves to handle it. So, training must be reflected in the business which the bank does and the image of the bank project.

The human resources in the organization are the most important part. Training and human resources are linked with each other, rather dependent on each other. The employees are developed in terms of knowledge, skills and attitudes for the specific jobs. Training is practical in nature and it is relevant to the job. The training programmes which are organized for the employees should be simple, measurable, attainable, achievable, and realistic and time bound. For the employees there are three levels of learning i.e.: at the lowest level , the-employee or potential employee must acquire fundamental knowledge .middle level is skill development or attaining the capability to perform in a particular skill area, the highest level aims at increased operational efficiency. The reactions of the employees are taken immediately after the training program is over.

9.7 SUMMARY

The training programmes which are organized for the employees should be simple, measurable, attainable, achievable, and realistic and time bound. . The reactions of the employees are taken immediately after the training programme over. The right employee training anddevelopment accompanied by proper training need assessment gives returns to the organizations in terms of increased productivity, knowledge, loyalty and contribution. With changing global market scenario and competitiveness, the need of the industry is changing. The trained employees develop knowledge, skills, attitude, behavior and technical skills with periodic training given by the enterprise. In this manner, the employees are becoming trained in professional and operational skills. By this manner, workers are

motivated and show their involvement in the decision-making.

9.8   KEYWORDS
Training: Development of skills and knowledge within an organization.
ROI (Return on Investment): Calculation of returns from employee education expenditure.
HRD (Human Resource Development): Initiatives aimed at enhancing employee skills and performance.
Skill Scarcity: Lack of necessary skills within the workforce.
Performance Discrepancy: Gap between expected and actual employee performance.

9.9   SHORT ANSWER QUESTIONS
1. What role does training play in industrial unit development?
2. How is ROI on employee education calculated?
3. What factors contribute to skill scarcity in employees?
4. Why is performance discrepancy a concern in organizations?
5. How does HRD benefit an organization?

9.10   LONG ANSWER QUESTIONS
1. Explain training and development scenario in Multinational Corporations, with the help of studies conducted by different authors.
2. Mention training practices in IT and banking sector in India.
3. Describe the significance of training in the context of industrial development and technological changes.
4. Explain the complexities involved in calculating ROI for different types of employee training.
5. Discuss the impact of skill scarcity on workforce efficiency and organizational productivity.

9.11   REFERENCES

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9.12 SELF-CHECK EXERCISE (ANSWER KEYS)

1. C) $10 billion
2. C) 60%
3. B) IT Sector
4. B) Assessing managerial effectiveness
5. C) It correlates with economic growth
6. C) EDGE (Employee Development, Growth, and Empowerment)
7. D) Human resource management
8. A) Profit maximization
9. C) Continuous education support