CHAPTER-II

Significance and Objectives of training and Development.

_No single thing is so important to every man as to have for neighbors intelligent, companionable persons._

-BELLMY
With the recognition of training as an important avenue for development, during the last few years, the scope and application of training has been considerably widened. While, largely, it still remains a key tool for enhancing job-related performance and organizational effectiveness, its value is being increasingly acknowledged in engendering behavioural changes and in developing life skills, leading to personal growth. It equips an individual with the competencies that help her cope with day-to-day problems of living and manage interpersonal relations, improving her interpersonal effectiveness. A number of enterprising individuals and institutions are now offering short-term training programmes, helping individuals live a qualitatively better life. Thus, training has influenced every facet of an individual's life. As a result of these developments human relation and personal development training now occupies a significant place in the realm of training.

Meaning:

Training is the act of increasing the knowledge and skills of an employee for doing 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 level job. Training, thus, may be defined as a planned programme designed to improve performance and bring about measurable changes in knowledge, skills, attitude and social behaviour of employees. Basically, it is a learning experience that is planned and carried out by the organization to enable more skilled task behaviour by the trainee. Training imparts the ability to detect and correct error. Further more, it provides skills and abilities that may be called on in the future to satisfy the organization's human resources needs. Training may be carried out on the job or in the classroom and in the latter case, it may be on site or off site - perhaps in a
motel or a training centre—or it may be in a simulated environment that is thought to be similar to work environment in important respects. In any case, trainees are expected to acquire abilities and knowledge that will enable them to perform their jobs more effectively.

**Training VS Development:**

Training often has been referred to as teaching specific skills and behaviour. Examples of training to fire a rifle, to shoot foul shots in basketball and to type. It is usually reserved for people who have to be brought up to performing level in some specific skills. The skills are almost always behavioural 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 towards 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.

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<th>Table-2</th>
<th>Distinctions- Training Vs Development</th>
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<tr>
<td><strong>Learning</strong></td>
<td><strong>Training</strong></td>
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<tr>
<td>Who</td>
<td>Non-managers</td>
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<tr>
<td>What</td>
<td>Technical mechanical operations</td>
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<td>Why</td>
<td>Specific job-related information</td>
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<td>When</td>
<td>Short-term</td>
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Thus, training is meant for operatives and development is meant for managers. Training tries to improve a specific skill relating to a job whereas
development aims at improving the total personality of an individual. Training is a one-shot deal; whereas development is an ongoing continuous process. Training is mostly the result of initiatives taken by management. It is the result of some outside motivation. Development is mostly the result of internal motivation. Training seeks to meet the current requirements of the job and the individual. In other words, training is a reaction process whereas development is a proactive process. Development is future oriented training focusing on the personal growth of the employee.

Development of managerial personnel is a vital function of industrial organizations, especially in the public enterprises. Major task before the Indian public enterprises is to find effective ways and means of developing competent personnel at the top, middle and lower levels of management hierarchy. This ensures better organizational performance and improves the levels of productivity and quality standard. In this chapter an attempt has been made to give a concise and comprehensive definition and meaning of the management development programme. Some major aspects for which management development programme is required are also dealt with. For the success of any programme certain principles are required. And this is also the case with the management development programme. Though it is not possible to describe all the principles at this place, still then some of the major principles are discussed in this chapter. The various skills and knowledge required for a good and efficient manager are also discussed here. In a business enterprise there are different types of managers and their positions and levels are also different from organization to organization. In the present study three levels of managers are identified and the major programmes required for their development and the major principles required for them are also separately highlighted. The word training consists of eight letters, to each of which could be attributed some significant meanings in the following manner.
<table>
<thead>
<tr>
<th>T</th>
<th>Talent and Tenacity (strong determination)</th>
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<tr>
<td>R</td>
<td>Reinforcement. (Something positive to be reinforced into memory and system again and again, until it becomes a spontaneous affair)</td>
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<tr>
<td>A</td>
<td>Awareness (With which one can easily take long strides of progress)</td>
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<tr>
<td>I</td>
<td>Interest (Which is invariably accompanied by excitement and enthusiasm).</td>
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<tr>
<td>N</td>
<td>Novelties (The new things, the like of which would sustain our interest and fill our hearts with thrills and sensations)</td>
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<tr>
<td>I</td>
<td>Intensity (The training instilled into the trainee's mind must acquire experience oriented intensity)</td>
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<tr>
<td>N</td>
<td>Nurturing (It does refer to incessant nurturing of talent, which otherwise would remain latent and dormant)</td>
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<tr>
<td>G</td>
<td>Grip (A fine grip over the situation)</td>
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**MEANING OF MANAGEMENT DEVELOPMENT**

Management development is "any attempt to improve managerial performance by imparting knowledge, changing attitudes for increased skills". The ultimate aim is, of course, to enhance the future performance of the enterprise itself. The general management development process consists of:

1. Assessing the strategic needs
2. Appraising the manager's performance
3. Developing the managers

The concept of management development in India is of recent origin. Its beginning can be traced back to the early fifties or more specifically since the achievement of independence. The increasing awareness if the need of the Management development may be attributed to the various factors. And mainly rapid industrialization, introduction of new technology, new
social awakening and trade union movement are responsible for it. Management and development are two different terms. Manage means to "succeed with inadequate material". Inadequate here means less than what one would ideally wish to have and not totally inadequate to produce the result. The word development means to unfold, to advance to a higher state of growth, to free from constraints. Putting these together a definition of management development that arises would be "to free from constraints, to unfold and to advance to a higher state of growth, the ability to succeed with inadequate material. According to C.L. Littlefield, "management development is a systematic process of training and growth by which individuals gain and apply knowledge, skills, insights and attitude to manage work organizations effectively."

From the above definitions it is understood that management development involves training in the various aspects and functions of management. It is basically developing people (Those who are in the managerial cadre) in a systematic way and continuous basis, enabling them to carry out their functions effectively to achieve the desired goal. Management development is also considered as one of the tools of the organizational development. Management development encompasses the whole complex process by which managers as individuals learn, grow and improve their abilities to perform management tasks in a professional way.

NEED FOR THE MANAGEMENT DEVELOPMENT

Training and development, on a continuous basis, are essential for gaining a competitive edge. Today's organization needs to communicate their results to the world. Their publics include customers, employees, creditors, suppliers and the general public. The effectiveness of business activities demands that the managers should possess diverse skills and performance management abilities. This can be accomplished only through training efforts.
While the concern for task and concern for people are at 5.5 level in many public and private sector organizations in India, there is a need to augment the performance efficiency to 7.7 and 9.9 levels in the managerial performance grid. This necessitates development of emotional and intelligence quotients in managers at all levels through training and development. Thus, training and development activities can play a key role in the development of individuals for organizational growth.

"Studies pass into character."

It is exactly on the foundation of studies that our character could be built up and character plays quite a vital role in shaping our career and destiny. Let us very closely and analytically examine the issue and we shall find out that a training programme touches the point of consummation only when it becomes an experience or rather an intensified experience. Thus, the utility of training is substantial only when it becomes an experience, not a shallow or hollow experience, but one which becomes an inseparable part of one's own personality.

The following points of warning must be made to the person who undergoes the process of any training programme.

i) One has no right to be complacent and stagnant about one's own progress.

ii) One need not be unethical and crooked while being on the track to achieve one's goals.

iii) One doesn't have to disturb others, or obstruct others' progress while sustaining one's own profitability.

iv) One need not resort to deception, fake and fraudulent means to achieve success or triumph in marketing, customer satisfaction and such other activities.
All said and done, training does become an essential and inevitable factor for any one who still finds oneself in the process of achieving excellence in one's own sphere of work.

Training has got to be understood in the context of HRD. Training is the most important component of HRD but HRD is training plus. An organization which aspires to grow must be in tune with the changing needs of the society. Training becomes relevant in the context since it is only through training that the gap between performance of the organization and the felt need of a changing society can be neutralized. Training reduces the gap by increasing employees' knowledge, skill, ability and attitude.

1. Faulty selection and recruitment.
Faulty selection and recruitment procedure is one of the most prominent reasons for the failure of the most of the business organizations. In the common practiced selection system, a degree holder is recruited as a trainee or an assistant. In the absence of a good training and screening system, the degree is given the considerable weightage. With different educational Institutions following different standards, the degrees and marks obtained are not reliable indicators of person's capacity. Even if an entrance test is conducted. It is often biased in favour of a few branches and do better in the test whereas he may be totally ignorant in all the other functional areas of management. Another feature of the selection and recruitment is the reservation made for certain communities .No doubt it is justified on the ground of social reform. But from the organizational point of view some inefficient candidates have been selected. Unless and until their capabilities have been developed by imparting training, nothing more can be anticipated from them.
2. Favourtism and nepotism
Now a days favourtism and nepotism have became a part and process of any recruitment procedure in most of the business undertakings. 'Son of the soil' is a common demand made by the employees. As a result of which employees sons and dependants are getting preference in the various appointments in the organization, irrespective of their capabilities and potentialities. In such a circumstances, the organization left no other choice but to digest them within. And the only way to escape form such a typical situation is to impart training and development programmes among those employees to enhance their potentialities.

3. Improving one's competency
Training makes an employee more useful to a firm. Hence, he will find employment more easily. Training makes employees more efficient and effective. By combining materials, tools and equipment in a right way, they can produce more with minimum effort. It enables employees to secure promotions easily. They can realize their career goals comfortably.

Competency or say efficiency of a person can be enhanced in various ways. Attractive salary, incentive schemes, promotions and challenging jobs no doubt help in motivating the employees for better performance. But this is not the end of the story. The real skill, and knowledge of an employee will be increased only when he or she will be exposed to such situations and makes himself or herself acquainted with the new ideas and innovations. This can be achieved by imparting training to the employees.

Drawing from institute of Public Enterprise (IPE) research, pointed out that most current human resource development approaches and techniques are unsuitable for developing core competencies of knowledge workers in competitive firms today. In today's knowledge organization, the traditional model of expertise development is challenged, and the new directions are presented in Nonaka and Takeuchi's model of knowledge conversion
between tacit and explicit forms of knowledge. Drawing from this literature, IPE presents a framework for decision-making in firms for the development of employees from entry-level skills to functional skills, and from there to cross-functional and integrative and creative competencies. Indian organizations and their top management have yet to recognize the creative and durable contributions of knowledge workers and invest in them as a matter of strategic concern for business.

4. Limited scope for learning
There is very much limited scope for professional learning and training that a person can undergo before joining an organization. None can claim that a graduate from a particular branch is fit to be a manager in an enterprise. As such persons with different academic or professional background also may take up managerial positions. And they need an orientation and development programme for their specifications and responsibility.

5. Problem of civil servants
Many top-level executives of a business undertakings are civil servants who might have a totally different experience. They come to the public enterprises on deputation for a shorter period. They had a past experience of bureaucratic style of functioning in civil administration. Their idea and competence ability for the running of an enterprise is limited. Still then the public enterprises cannot avoid these entry of the civil servants to the business undertakings. Because they are the policyholders on the top to decide the things. So it is better to avoid conflict with them and let them avail the opportunity of management development programme and develop themselves.

PRINCIPLES OF MANAGEMENT DEVELOPMENT

1. Self development is the best development
   Business firms have evolved a number of basic guides in creating and maintaining an effective management development programme. The
first principle upon which a development programme should be based is that all development is self-development. Managers develop not only by participation in formal courses of instructions but also through actual job experience in a work environment. The role of the company is to establish the programme and the development opportunities for its managers. Simply exposing employees to lectures, case studies, reading, job rotation. And the like does not guarantee that they will learn. There has been increasing recognition that the company can set the proper climate. But the major task must be made by the individual themselves. Thus self-development is an important concept in the whole programme for management. The participants must have the motivation and the capacity to learn any develop. They must make the requisite effort to grow.

2. Establishing the organizational climate

If self-development is the main guiding concept. The establishment of an effective organizational climate is the second most important factor. Development facilities must be available and their use must be associated with importance and prestige. Rewards and promotions should be a factor for the managers who will undergo the management development programme.

3. Begin with top level officers of the firm

A management development programme can succeed only in the climate of sound management from the top to the bottom of the organization. But the reality is different. Sometimes a supervisor may learn the latest techniques of management in the classrooms but he will not be allowed to apply the knowledge on the job. It may be due to the fact that the higher management is unaware of and does not practice this technique itself. The realities of the authority structure in an industry are such that a supervisor must conform to the demands of his superiors. Hence the management development to be the more effective must begin with top executive officers of a firm.
COMPONENTS OF MANAGEMENT DEVELOPMENT

Although a foreman is just as much a manager as a top executive officer, his work and skills to do the job are different from those of the manager executive. A foreman must develop a majority of his time to leadership activities. He must motivate, communicate, direct, discipline, coordinate, teach and reward his subordinates.

He must effectively solve routine technical problems of the work processes. A foreman primarily carries out the directions from above. The scope of his discretionary power is quite limited. On the other hand top executives need very technical skill pertaining to the products. To be sure they must have general knowledge of the capabilities and limitations of these technical process. Major executive devote much of their time to forecasting, policy formulation and planning. They are concerned with the economic, social and political environment. Executives not only exert authority and power to get things done, through their subordinates but also they frequently seek to persuade and influence others outside their own hierarchial sphere.

Most of the pioneers agree that a good manager must have three capabilities. Capabilities are perceptual capability, technical capability, and problem solving capability. And these three capabilities constitute the core of the management development programme. These three capabilities to some extent can be taught and to some extent they are the gifts. A reasonably high degree of technical ability can be taught to most people of a certain intellectual level and above. Practice can also improve the technical ability of a man. Reasonably satisfactory teaching and training techniques are available in this area. Perception and problem solving areas are the tricky areas of human behaviour, which are not yet fully understood. But in fact shaping if managers perception is fundamental to any successful management development programme. Perception comes in to play not only at the level of broad environmental scanning but
practically at every stage of decision making and even in selecting and applying what are called standard techniques to what appear to be familiar situation. What is commonly called creative management is nothing but a capacity to perceive the situation creatively instead of perceiving it compulsorily. Creative management is built on creative perception, which then leads to creative decision-making. Managers therefore should have a creative perception of its own and also the ability to recognize, encourage the perceptual capability of other subordinates. Though this perceptual capability to some an extent a born blessing, still then it can be developed within an individual.

To sum up" all the available facilities in the organization must be fully harnessed in identifying and encouraging creative perception and in recognizing and changing creative perception and in recognizing and changing perceptions which are injurious to the goals of the organizations.

In problem solving capability, the most important input component is motivation which has now been recognized to be the heart of the personnel management. In the management development Programme the individual has been given the opportunity solve various problems. In most of the cases he may fail and success. But that he has been given the opportunity for success and on the other hand his weakness have been protected. Success converts experience fully utilizes all the strong points of an individual and enables him to improve his self-confidence.

LEVELS OF MANAGEMENT DEVELOPMENT PROGRAMME

Broadly speaking any one who is responsible for the work of others or supervise the work of others is a manager. In an industrial set up there exists a large number of managers and they are classified in to various levels according to their nature of work, responsibility and authority. The lower level management groups are called supervisors. They are concerned with day-to-day work and come in contact with workers in a routine basis. Generally they work according to a given production system
and are responsible for output from those working under their control. The middle management group would be concerned more with plans and programmes and responsible for the smooth running of production. Senior management group are generally concerned with medium and long range plans, policies and evaluation.

**Junior Management Development Programme (JMDP)**

The junior management programme may also be called supervisory development programme applicable to the supervisors group. Supervises are the only managerial people who are frequently coming across the workers. Their capability and efficiency has a direct impact on the production. They are responsible for quality, cost, up-keeping machinery, supervisor of people under them. Reporting to seniors and various other works like these. So on efficient supervisor must know the technical aspects pertaining to job. The theoretical and technical background of the project under manufacturer. He should also know the art of getting the work done through the people. For this requires the ability to instruct, guide, control, co-ordinate, and the art of motivation. Though he is confined to a particular department de cannot escape from the duty of the interaction among other departments because during the course of his action he may go for certain assistance to other departments. And people also may come to him from other departments. Hence a supervisor emerges as a person proficient in the technical aspects of the job, using the resources effectively, keeping informed his seniors, and assist in the implementation of accepted recommendations of other specialists. The entire task of a supervisor can be visualized from the following figure.
From the above discussion it should also now be possible to develop a supervisory development programme. The main objectives of such programmes should be for assuming higher responsibilities. The technical proficiency of the supervisor must be learnt before assuming his duties as a supervisor either in school, college, technical schools or on the job itself. Because the supervisory development programme cannot cater to these things. The supervisory development programme, therefore, should aim at providing knowledge and information, which will improve the supervisor's ability to manage his job and direct his subordinates. It should also be necessary to include in the programme for the enlargement of perspective from the narrow departmental oriented outlook to that of overall organizational requirements and needs.

**Middle Management Development Programme (MDP)**

As a manager moves up in the hierarchy of the management he has to assume new role as well as new challenges. No doubt as the manager matures and moves up he gains experience and confidence. But this skill may be in the kind of the things he was already doing. And in any case, new problems may come, he will face problems. Further as he moves up the number of people working under him (span of management) increases. So
the middle management development programme is required for the organizational success. The programme contains the topic of meaning and implications of productivity, methods of improvement, work measurement, incentives, production, planning and control materials management, maintenance management, quality control, financial management, cost and budgetary control and leadership and communication (7). Duration of the programmes are generally 12 working days, 6 hours each day.

**Senior Management Development Programme (SMDP)**

The senior management development programme aims at orienting the senior management personnel. The senior management development programme contains the topic like socio economic development and productivity, product techniques, productive arrangement, quality management, impact of behavioral sciences, impact of quantitative techniques, productive measurement and management by objectives. Duration of the programmes are generally six working days being six hours each day. Besides the senior management development programmes, the senior managers can also enrich their learning by means of attending various senior management seminars. The logic behind this seminars is for the dynamic nature of the management. The work situation change, work method improve, peoples aspiration increase as the organization grows. The programme is designed as a short but effective exposure to a series of topics to all the senior level executives in the organization. Each topic will be presented by a competent expert, who has a thorough understanding of it both from the critical and practical considerations. The programme is generally presented for a period of two full days. (Or three days).

**SUMMARY**

Management development is basically developing the managers in a systematic way and continuous basis enabling them to carry out their functions effectively. Faulty selection and recruitment, favourtism and
nepotism in the appointment, limited scope for the managers to undergo training before their assignments and deputation of the civil servants to the managerial stream of the public enterprises are the main reasons for which management development programme should be conducted to increase the efficiency and capabilities of the managers. To make a management development programme successful certain principles must be kept in mind. The principles include self development is the best development, establishing the organizational climate and the management development programme should begin with top-level officers of the firm. Developing the managers include a lot of things. But to make the development programme more objective generally a management development programme tries to give emphasis on the perceptual capability, technical capability and problem solving capability of manager. Though the main task of a manager is to get the work done through other people, still then in an organizational set up their levels are different. Generally in a public enterprise of India, to make the development programme more need based, it can be divided into three levels i.e. junior management development programme, middle management development programme and senior management development programme.

Reference: