CHAPTER-III

Training Methods

I never teach my pupils. I only attempt to provide the conditions in which they can learn.

-ALBERT EINSTEIN
The significance of public enterprises and their role in Indian national development needs no emphasis. The proportion of investments made in the public sector out of the total plan outlay has risen steadily during the successive plans. During the first plan period, the share of the public sector investment was Rs.1, 500 cores out of the total investment. During the tenth plan, this amount has been increased by multi-folds and an investment of nearly Rs.1, 97, 500 crores was earmarked for it. Not only this but also the total number of employees in public sector enterprises under the central government amount to nearly 2 million, employees and over one lakh managers. This does not include all departmental enterprises like Railways, Post office, Telecommunications and defence factories as well as a sizeable number of public sector undertakings under the state governments such as Electricity Boards, Road Transport etc.

In spite of huge investments and a large number of people, the level of profitability in public sector has been always exposed to criticism. The failure of the public sectors in this regard is due to many reasons. But certainly one thing comes in to the mind that is the lack of efficient and well-trained managers and employees. Raw human resources can make only limited contribution towards the achievement of an organization’s objectives. The manager is the life-giving element in a business. The caliber and performance of managers will largely determine the success of a business. Managers are the most expensive resources in most business and the one that depreciates the fastest and needs most constant replenishment.

This replenishment should take place in terms of updating the knowledge and skills of the managers. Therefore, almost all the companies whether private or public, more or less, are concerned with the quality of their managers. For this reason many public enterprises have built up their own training institutions to develop the quality of their managers. In this chapter an attempt has been made to define the term training and how does it differ
from education. Also it includes the objectives, principles and problems associated with the training in the public enterprises of India. Though the various programmes are described here, these are neither in detail nor all the programmes. A discussion has been done to suggest and identify major training and development objectives.

Training makes a very important contribution to the development of the organization's human resources and hence to the achievement of its aims and objectives. To achieve its purpose, training needs to be effectively managed so that the right training is given to the right people, in the right form, at the right time and at the right costs.

Training is different from college education. Since management is a relating experience to learning, we go from experience and concept. Training is purely vocational, in contrast to education, the main purpose of which is the development of general culture. Education is person-oriented while training is job-oriented.

The term 'training' indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. The scope of training is no longer limited to developing knowledge and competencies in individuals. As considerable emphasis is placed on human relations in an organization, leadership styles of senior management, and on promoting interpersonal effectiveness, training has acquired new dimensions in organizational functioning. In fact, it has now become a crucial element in providing a sound basis for modern day management. Having recognized the role of training in enhancing productivity and improving organizational functioning, many public sector undertakings and business houses have established their own in-house training infrastructure and built the necessary expertise and facilities to carry out their programme of training and deployment. At the macro level, training
has become a part of the overall national strategy for human resource development and person power planning, thus serving as an important agency to contribute to the economic and social progress of the country. In many developing countries, government agencies offer a wide range of training to the self-employed. This emphasizes the need for large scale, organized efforts to develop technical and entrepreneurial skills in unemployed youths, aiming to make them active and productive units of society. And with rapid strides in the fields of technology, the need of continually updating the skills of those engaged in technical vocations, through training, has been further underscored.

Generally, there is a better recognition of training among the business organization as it addresses their prime concerns of optimizing the performance of staff and enhancing productivity. Training also offers them a possibility to keep abreast of the latest developments in the fields of technology and management. This helps them to respond effectively to competition. A number of business organizations invest considerable amount of money in training their staff and have, therefore, developed appropriate policies and procedures to get full value of their investment. Some of them even have a policy of sending their staff for regular updates of their competencies.

Amidst growing acknowledgement of the value of training to individuals and organizations there are skeptics who are yet to be convinced of its worth. The critics offer a number of arguments to substantiate their contention that the financial resources consumed by a large number of training programmes in any country could be used for more productive and useful activities. They assert that training is often removed from ground realities and practice. And it does not adequately prepare individuals for coping with the problems that they encounter at work or in personal life and deals with certain crucial issues in a superficial and impractical manner.
In order to build up a strong, efficient, effective, motivated and dedicated managerial cadre, continuing management training is required. Training is a vital part of human resource management and few managers can escape this responsibility for employee training and development. In any personnel policy worthy of its name, the development and training of managers are bound to occupy a very significant place. New developments and rapid changes have made continuous training at all levels imperative. As Prof. Peter Drucker has stated “managers are the most expensive resource in most businesses, and the one that depreciates the fastest and needs most constant replenishment.”

It is high time that a deeper understanding is developed concerning the personnel employed in Public Enterprises (PEs) in India. Studies in this realm should analyze their background, work traits, conditions under which they are asked to function, their senior-subordinate relationship, the performance appraisal systems which apply to them, and the training and management development strategies which are undertaken to integrate them, with the PEs. It can be said that the most critical factor which needs the attention of the policy makers and the PE managers, is training of Personnel. Such training must shape them to the needs of the PEs to understand the requirement of their employees in terms of the organization’s and personal goals.

According to Tracey “training is an action process by which capabilities of the personnel can be improved to meet the organizational needs in terms of their knowledge, skills and attitudes required in performing organizational tasks and functions within relatively short period of time. Taylor told, “Management training is the systematic and continuous development of knowledge, skills and attitudes which will beneficial both to the organization and to the individual in achieving the objectives of the organization. It is raising managerial ability in order to improve the effectiveness of management actions. From the above definitions it can be
said that training is the act of enhancing the skill & knowledge of an employee for accomplishing a specific job. In this connection it is also necessary to mention and explain the term education. Though they seem to be similar but in real sense there exists some subtle difference between these two terms. Training is the organized procedure by which people learn knowledge and/or skills for a definite purpose. And the major burden for training falls upon the business organization in which the job is located. On the other hand. The purpose of education is to teach theoretical concepts and develop a sense of reasoning and judgment. That any training and development programme must contain an element of education is well understood by human resource specialists. Any such programme has university professors as resource persons to enlighten participants about theoretical knowledge of the topics proposed to be discussed. In fact, organizations depute or encourage employees to do courses on a part-time basis. Chief Executive Officers (CEOs) are known to attend refresher courses conducted by leading Corporate Training Institutes like Indian School of Business, Administrative Staff College of India and Institute of Public Enterprise, Hyderabad. The CMDs of State and Central Level Public Enterprises, attended such a two-month programme at the institute of Public Enterprise, Hyderabad. Business School Education is more important for managers and executives than for lower-cadre workers.

Some Key attributes of Training and Educations

Training

- Although training is concerned with the future of an individual, still her/his past and present provide a crucial frame of reference.
- The scope of training is limited, determined by the training objectives. It is specific and highly structured. It has relatively short-term perspective of the future of the individual.
- Transfer of learning can be monitored and assessed. The organization and even the training agency can exercise greater control on the process.
Training has less emphasis on ideology and social values as it stresses development of competencies. Societal forces play a far less significant role than they do in education.

In training, the Group comes together for a specific purpose and disperses after the programme objectives are assumed to have been achieved.

Education

- Education is mainly directed towards the future of an individual and any reference to her/his present state is incidental.
- Education is not usually targeted towards specific behavior. Therefore, it lacks the specificity of training. Education has long-term perspective of an individual's life.
- Difficult to monitor how the learning acquired is being used by the individual. The educational institution has virtually no control on the situation and circumstances of the individual.
- Education is firmly rooted in the culture of the society. One of the key concerns of education is the inculcation of socially accepted values in an individual. Social institutions, like, state, family, and the community play an important role in the education of an individual.
- In education, the group is more enduring and there is sustained interaction over along periods of time.

OBJECTIVES OF TRAINING

The objectives of management training programmes are to maximize the managerial effectiveness as well as the personal adjustment and growth of the trainee. Objective of management training goes beyond improving performance or output. It tries to help the trainee to adjust, grow and develop to the maximum of his potentialities. Management training, therefore. Today is person oriented or man centered rather than task centered. The importance of management training to a business can
broadly be seen under five heads. It helps to increase the production, higher morale, reduce supervision, reduce accidents and increase organizational stability and flexibility.

The definition of training objectives is an essential pre-requisite for designing and providing training. They will naturally vary according to the requirements of particular situations but in general they must all point in the same direction i.e., requiring that trainees should demonstrate that at the end of training they have learned, whatever knowledge, skills and attitudes have been identified as necessary for effective work performance. Since learning needs to be demonstrated by measurable achievement, objectives should specify the performance that is required, the standards to be achieved and any attendant conditions. In the absence of such objectives we are left only with guess work in the design and provision of training and in the assessment of learning achievement.

It is a relatively straightforward task to define training objectives in performance measurable terms for specific work activities such as typing, driving etc., it is much more difficult when the work activity is complex, such as management and related areas. The essential problem here is that complex subjects of this kind cannot really be encompassed in short training courses, despite the attempts that are sometimes made to do this. The futility of these attempts is at once revealed by the in soluble problem of defining truly measurable training objectives. However, when managerial training is related to specific activities such as, for example, chairing meetings, public speaking, interviewing etc., then the learning requirements can be made specific, the course contents can provide opportunities to demonstrate learning, the total learning achievement at the end of training can be meaningfully assessed.

Before we have the subject of training objectives, an important point needs to be made which illustrates the essential nature of the Systematic Assessment of Training (SAT), the definition of training objectives as one
system and the assessment of learning achievement and training effectiveness as another are totally interdependent. If objectives are not defined in terms of measurable performance, then obviously there is no basis for any significant assessment of achievement.

As we have seen, training objectives determine the details of design and provision. The next step is to plan and provide training that will enable objectives to be achieved taking account of the basic principles of learning and giving the best value for money. A systematic discussion of the design and provision of training must necessarily include the people who design and provide training and the methods and locations that might be used in practice.

The main aim of training is to induce a suitable change in the individual concerned. Experienced employees, for example, a retaught to operate unfamiliar equipment. Persons raised to supervisory levels can be taught how to plan and control the work of their units and help their subordinates. Industrial training started when the first employee was employed on the job. Systematic methods were thereafter evolved for increasing the new employee's knowledge and developing his skills. Due to accelerated technology in recent years, industry has been forced to pay more attention to the aspect of core training of its existing employees.

Objectives are the tactical applications of the strategic aims. They are statements of intent written in clear, unambiguous, specific and precise terms. Theory specifies what the learners will be able to do at the end of each stage of the learning process. This is essential in validation the training by considering whether what has been achieved was that which was intended.
Elements of Training

**Outcomes:** This is the observable behaviour required at the end of the training and is prefaced by the statement. 'By (or at) the end of the session/programme, the learners will be able to...'

**Conditions:** These are the circumstances in which the outcomes should take place. Such conditions might include in a cohesive team situation; without the use of instruction manuals; under realistic working conditions and soon.

**Standards:** The expected level of attainment in terms of quality, accuracy, quantity or whatever is relevant to the job. These can include to 100 percent accuracy (or some other level) to the required competence standards, at a rate of 100 per hour and so on.

Presentation of Objectives

Objective should always be written so that mental manipulation can be avoided and wherever possible the learners should be made aware of the programme or session objectives prior to or at the start of the event, either verbally or in some written form e.g., OHP slide or flipchart sheet.

Writing training objectives

Learning falls generally into one or more of three broad generic areas—Knowledge, Attitudes and Skills. Little trainings is concerned with knowledge alone, but the list of action verbs includes some that are relevant to this area.
Planning a training strategy for public enterprises has to be related to the present and future organizational needs as well as to teach individuals abilities and potentialities. While designing a training programme certain principles have to be kept in mind. The general principles of all the training programme is to effect behavioral changes. Second, the trainee must be constantly informed concerning the progress of his development. He must feel that he is making progress, if he is not, he should be told why. If fields where learning plateaus are common he must be encouraged during these periods. A third vital principle of the training is that rewards must be related to progress in effecting behavioral changes. Without such reward, both the trainee and other organizational members are likely to loose interest. It has also been suggested that training programmes should begin at the top of an organization and work down to the lower levels. When two or three levels of management are included in the same training sessions, status difference must be broken down. This combination has the value of committing both superiors and subordinates to a new set of values in the presence of each other. This is much more compelling than if something were done in separate groups. Besides these within the various training sessions there are a number of frequently used training principles. Development should proceed from the known to the unknown and from simple to complex. It has also been found by many researches that the higher the degree of trainees participation through practice and discussion, the more effective and long lasting the behavioral changes.

DETERMINING THE TRAINING NEEDS

During the last two decades the importance of training has been increasing tremendously and it is becoming more costly. The international work shop on education and training in public enterprises held at ljubljana (Feb.,12-17,1979) Pointed out that “ the gap between designing of training
programmes and the actual needs of the public enterprises is one of the most important areas in the field of training in public enterprises’. If one will go in to the subject matter it will be found that the methods of determining the training needs in public enterprises is informal, superficial, partial and subjective. Keeping in view its importance and cost it should be normal, penetrating, systematic comprehensive and objective.

A training need exists “when an employee lacks the knowledge or skills to perform an assigned task satisfactorily”. There are two types of training needs “Micro and macro “training needs. A micro training need exists for just one person or for a very small population. Marco training needs exist in a large group of employees’ weigh the same job classification. There are several methods of determining the training needs either it is macro training needs or micro training needs. Problem survey is one among the methods, which is administered to a group of people whom training is to be provided. The employees are asked to write down as many problems as they can think for which they would like some practical ideas for solutions. The problems are then identified and training programmes are worked out to solve the known problems.

Manpower performance data is a separate method; it implies evaluation of results or accomplishment by the existing manpower during a given period of time and comparing the same with the evaluation standard. The standard may include achievement of declared personal objectives. Fulfiling the aims of the company, and the economic utilization of resources, especially man, money and material as compared to other similar organizations. And then the areas of weakness requiring training can be easily found out. Skills inventory also throws some light on determining the training needs. A skills inventory is an information system, which contains informations relating to educational background, work experience, areas of special expertise and training received. Its main objective is to help management to identify the best possible candidates for
job. It can also guide the trainers to the existing deficiencies, which can be corrected by training. After knowing the existing manpower ability from the skills inventory, a comparison is made with that of the desired ability. And the difference between the desired ability and the existing ability shows the training need.

SPECIAL TRAINING PROGRAMME FOR PUBLIC ENTERPRISES.

"There is a strong school of thought which holds the view that there is hardly any purpose to structure a separate training system for public enterprises managers". They argued that the running of business enterprise is a professional discipline requiring the knowledge of management process, whereas the public enterprise and the private enterprise are two terms differs mainly in the fact of ownership. But in real practice there are certain distinctive areas in which a sharp distinction between the question of goals and objectives, the factor of external control, the question of inter linkage, forth mentioning. The basic objectives of a private enterprise' survival, growth and profitability. The entire system of the private enterprise is geared to achieve these objectives. It is also the time that the public enterprises should also aim at survival, growth and profitability. But this is not the end of the whole story. In addition to these the public enterprises are expected to discharge the social and natural objectives. In real practice these objectives are never clearly stated anywhere rather than they are confusing and conflicting. Hence the managers of the public enterprises are floating in a multidimensional objective, which is never clear. Whereas their counterpart are well placed with their clear objectives and goals.

The factor of external control is also very prominent in case of public sector undertaking. In a private sector undertaking the shareholders are the owners and their control over the management is never be a problem to the professional managers. But in a public sector undertaking the
government is the owner and frequently interferes in the management of the business. Always the problem of autonomy versus accountability arises in a public sector undertaking.

Also the situation of a public sector undertaking differs from a private sector as regards the question of inter-linkage. Private enterprises work as independent entities, responsible to their managements and shareholders. But a public sector undertaking is not an isolated entity rather than the part of a total national system. Its decision making process has been influenced by various other common factors which can be easily overlooked by a private sector undertaking.

Last but not least the shareholders of a private sector are not particularly interested in how things are done. They judge the performance by results and by their annual dividend cheque. While it is hoped that public enterprises will also be judged by results, there is an additional factor involved. In the case of public enterprises what is demanded is not merely the end results but also the proper means of achieving these results. Hence one cannot construct a training policy, strategy for public enterprises without an adequate recognition of these factors.

**TRAINING METHODS**

Those who administer training programme have a great choice of methods for imparting learning in trainees. The particular method selected is determined by considerations of cost, time available, number of persons to be trained, depth of knowledge required, background of the trainees and many other factors. Once you have decided to train employees and have identified their training needs and goals, you have to design the training program. Once the trainer has decided upon the training method that he wants to use for transferring the knowledge and skills to his trainees, he can draw from various training methods, one that will be most suitable for
the particular topic, approach and the group of trainees. Even though there are a number of methods, only a few are used normally. In a corporate, even fewer numbers of methods are in operation. In this chapter and attempt is made to discuss the training methods usually adopted by various Training Institutions/Departments.

**Training methods:**

Training Methods are Grouped into:

- **On-the-job training**
  - Orientation Training
  - Job-instruction Training
  - Apprentice Training
  - Internship and assistance ship
  - Job Rotation
  - Coaching
  - Management trainee
  - Junior board

- **Off-the-job training**
  - Vestibule
  - Classroom methods or lecture methods.
  - Management games
  - Laboratory training
  - Conference
  - Case study
  - Role playing
  - Programmed instruction
  - Out ward bound learning
  - Sensitive training
  - Experimental learning techniques
  - Brain storming
  - Discussion method
On the job training

The vast majority of all training carried on is on-the-job variety. Primary responsibility of the on-the-job training rests with each departmental supervisor. If he understands training principles and methods and if he takes an interest in proper training of new employees, chances are that it will be done properly. The training may be done either by the supervisor himself or by a designated experienced supervisory employee. The person doing the training must be given recognition for his work. He must not consider training to be an unpleasant chore that interferes with production. The instructor must himself first receive training in the principles and techniques of instruction. It is the responsibility of the training department to teach all on-the-job instructors how to instruct. The instructor must assemble all necessary equipment, procedure sheets, working materials and training aids. He must breakdown the material to be learned in to meaningful packages and present it to the employee in a manner appropriate to the job to be learnt. In many instances he will actually demonstrate how the work is to be performed. He will carefully guide and observe the trainee as he performs the work. Correction will be given as required.

On the job training is must appropriation of teaching knowledge and skills that can be learnt in a relatively short time. On the job training has the advantage of permitting the trainee to learn on the actual equipment and in the environment of his job. He can actually experience a feeling of accomplishment as he produces useful results. If only a few are to be
trained at one time, it is cheaper for the employer to resort to on the job training rather than the other methods. Quite often expensive manufacturing equipment cannot be duplicated in the classroom. On the job training suffers from the fact that the instruction is often disorganized and haphazard. Learners are subjected to the distractions of a noisy shop or office. There is a tendency to slide the principles and theory in favor of immediate production.

Advantages
- Requires no extra space and attention
- It is very practical
- Most common way that employees receive instruction in industry
- Allows to practice what he is expected to do after training

Disadvantages
- Expensive equipment and work space is tied up
- High wastage
- Trainee will be under pressure

Types of on-the-job training
- Induction
- Orientation Training
- Job-instruction Training
- Apprentice Training
- Internship and assistance ship
- Job Rotation
- Coaching
- Management trainee
- Junior board

(A) Orientation Training
For new employees or transferred or promoted
Introduce to specific job environment
Introduce to Company policies and objectives
Supervise during early introduction period
Introduce to the people with whom he works

(B) Job-instruction training
For white and blue colour employees
  Specialized training
  Supervised practice
  Step by step Demonstration of job operation
  Trained until satisfactory level

(C) Apprentice Training
  (Lathe, Drill press, milling machine operators)
  Employee is placed under supervisor for specified number of years
  Program is not systematically planned
  Length of training is too long
  Tested after training

(D) Internship and Assistance-ship
  Trainee is assigned a temporary job
  Supervisor reviews his shortcomings
  Supervises in improving the performance
  Trainee is evaluated

(E) Job rotation
  Successive change of jobs for advanced learning
  Immediate supervisor supervises the employee
  Valuable knowledge of interrelationship
  No socio-emotional relationship with any employees
(F) Coaching

- A coach is assigned to every trainee
- He takes the risk of training the employee

Off the Job Training

Vestibule training

Vestibule training is the term used to designate training in a classroom for semiskilled production and clerical jobs. It is particularly appropriate when a large number of employees must be trained at the same time for the same kind of work. Where it is used, there is a greater likelihood that management will have well qualified instructors in charge. The emphasis tends to be upon learning rather than production. In vestibule training an attempt is made to duplicate, as nearly as possible, the actual material, equipment and conditions found in a real work place. Typically the learning time ranges from a few days to a few months. Theory can more easily be presented in a vestibule school than on-the-job. The learning conditions are carefully controlled.

In nut-shell Vestibule Training may have the following essentials

- Artificial working environment is created
- Equipment and materials similar in production are used
- It increases learner's active participation
- Ideal learning conditions

Classroom-method

Classroom instruction is most useful when philosophy, concepts, attitudes, theories and problem solving abilities are to be learnt. There are certain aspects of nearly all jobs that can be learnt better in the classroom than in on-the-job. The lecture is a formal organized task by the instructor to a group of students. The lecture is presumed to
considerable depth of knowledge of the subject at hand. He seeks to communicate his thought in such a manner as to interest the class and clause them to retain what he has said. The principal virtue of this method is that it can be used for every large group and thus the cost per trainee is low. It can be organized rigorously so that ideas and principles relate properly to one another. However the limitations of this method may outweigh its advantages. The learners are passive. It constitutes one-way communication. There is no feedback from the audience. It tends to emphasize the accumulation of facts and figures. The most fruitful way to use the lecture is to combine it with other techniques. Thus a teacher may conduct a class by the combined lecture-discussion method.

Management Games

A management game is a training method that deals with certain specific aspects of business or administration. It is a simulated exercise representing, as closely as possible, the constraints and pressures of the day-to-day work environment of the participants. The participants are presented with information about operations of an organization-marketing, financial, management of human resource, etc. They are grouped in functional teams to consider the sequence of events and problems and manage the operations. The task includes finding solutions to the problems, taking decisions, and dealing with people. Each team takes a decision considering the data and information available to it, within the board parameters and objectives of the game. The consequences of this decision are fed back to the team by the trainer. The team analyses the outcome of this decision in the light of its effect on the situation and other events in the operation. And the team then proceeds to take further decisions addressing development in the game. Thus, a business game attempts to bring together various elements of practical decision-making. Its most crucial aspect is the effort to create an environment representing
the social, psychological and economic dynamics of organizational behaviour in an artificial setting. The decisions taken and actions initiated are processed and appropriate reports and documents are produced to lend a degree of authenticity to the exercise.

Most games concentrate on general management principles, such as planning, decision-making and effective utilization of organizational resources. Other games, built around specific business areas, such as production, marketing, and financial management, aim at developing corresponding skills and competencies in the participants. Using simulation as a technique in a classroom environment is not a shortcut to success. It demands special skills that require considerable effort to be rewarding. Perhaps more harm is done through the misuse of the technique than not using it at all.

**Laboratory Training**

The laboratory methods provide the participants with an intensive experience of sharing, participation, and change through carefully designed exercises and training events, important to the participants and relevant to the programme. In specific cases, the group is constituted solely for the purpose of laboratory training. But the method is now being extensively used as an important constituent of a number of training programmes. To achieve optimum results from one method, in both the above-mentioned cases, it is desirable that, for the period of the laboratory, the group is insulated from its normal routine. This is suggestive of the interaction; the number of the participants should be kept at 12-15 participants. If a training group is larger, it may be divided into sub groups for purpose of laboratory training.

Laboratory training engenders changes in work and other aspects of the life an individual through a process of affecting one another. It helps the
participants in seeking and using the resource for other’s learning. It is a real experience in which the basic ingredients are the participant’s own experiences and their behaviour. The method seeks to establish a linkage between values, behaviour and actions of an individual. Changes that are engendered through stead in harmony with one another and they form an integrated whole, giving more meaning to life. Thus, the changes are toward are toward a more integrative and adoptive individual. They include dissonant factors and achieve greater congruence between actions and behaviour.

Laboratory training also creates a special environment for about oneself, interpersonal relations and group and organizational dynamics. It is designed to improve the way an individual understands her social environment, develops alternative behaviours for relating to that environment, demanding, and valuable process that provides the individual with a method of learning how to learn.

Conference

A conference is a small group meeting conducted according to organized plan. In this method the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation from the trainees. It overcomes certain disadvantages of the lecture, because the trainee here play a very active role. They are not passive. The people to an extent learn from one another. There are three basic kinds of conferences: (1) the direct conference (2) the consultative conference, and (3) the problem solving conference. The direct conference is most commonly used for training purposes, because the instructor has certain concepts he wishes the class to absorb. For solving business problems, either the consultative or the problem-solving method may be used. The principal limitations of the conference method are as follows: (1) It is limited to a small group, and (2) progress is often slow because all those
Case study

Case study method gives the trainees an opportunity to apply his knowledge to the solution of the realistic problems. Cases can be used in either of two ways. First, they can be used subsequent to the exposition of formal theory. In this way, students must apply their theory and knowledge to specific situations. Second, they must be assigned to students for written analysis and/or oral class discussion without any prior explanation of pertinent concepts and theory. The trainees are expected to derive useful generalization and principles themselves. This second approach places heavy demands on the trainees. It requires that the trainees have a good deal of maturity and some background in the subject area. The case study method of training provides for learning by doing. Good cases are usually based upon real experiences and problem situations.

It may be summarized as follows:

- Based on belief that managerial understanding can be attained through study
- Trainee is presented with a case with concrete problem
- Designed to discover trainee’s underlying principles
- No exact solutions
- Trainee is encouraged to develop flexibility in approach

Role-playing

Originally developed by J.I. Moreno as group therapy for mentally disturbed people. Today, it has been widely used for human relations and leadership training. It is primarily used to give trainees an opportunity to learn human
relations and skills through practice and to develop insight in their own behaviour and its effect upon others.

In role-playing two or more trainees are assigned parts to play before the rest of the class. There are no lines to memorise and no rehearsals. The role players are provided with either written or oral descriptions of a situation and the role they are to play. After being allowed sufficient time to plan their actions, they must then act out their parts spontaneously before the group. Typical role-playing situations are a supervisor discussing a grievance with an employee, a supervisor conducting a post-appraisal interview with an employee, and a salesman making a presentation to purchasing agent. Role-playing for developing human relations understanding and skills has a number of advantages. It provides an opportunity for trainees to actually put in to practice the knowledge they have absorbed from textbooks, lectures and discussions. It is learning by doing. They become sensitive to the way their behaviour affects others.

Programmed Instruction

The most vital ingredient in a programmed instruction is the information that must be broken down in to meaningful units and presented in the proper way to form a programme. The key features of programmed learning are the (i) trainees learn at their own pace, (ii) instructors are not a key part of the learning (iii) the material to be learnt is broken down in to very small units or stages. (iv) The trainee is given immediate knowledge of results for each answer he gives, and (v) there is active participation by learner at each step in the programme.

Outward bound learning

This is one of the most sought after method of training now-a-days. Under this method the trainees are taken to a place away from the usual working
environment, places generally where the trainees are made to play games, trick, etc. Basically this method helps a person internalize the whole training program as he experiences most of the learning, he learns from seeing other people, learns from feedback and since he has a chance to apply that learning there itself, he internalizes it. A facilitator watches them play and observes a trainee’s behaviour individually, in-group, learning skill. Etc. The facilitator gives each of the trainee feedback and then observes again how he applies this learning and also helps him connect this learning to the corporate world.

**Sensitivity Training**

Sensitivity training focuses on exploring the nature of interpersonal relationships. Sensitivity training sessions generally try to establish a learning atmosphere in which self-examination and criticism is rewarded, where constructive feedback is given to others, and where social support is given for change efforts.

This label pertains to a training group format for the purpose of increasing the effectiveness of employees, through their becoming more

One of the assumptions underlying sensitivity training is that the man best learns these kinds of insights by self-discovery. It often to little good to be “spoken to”, or to read-many of these kinds of learning’s. The training, then, must provide the kind of setting and methods that will best enable men to discover these insights in knowledge.

**Experimental learning techniques**

Unlike traditional training methods, experiential learning is an action-oriented behavioural situation. The purpose of the action situation is to have participants generate their own data about each of the key concepts to be studied or understood. To get the best from experiential methods, the
trainer must be a good observer of behaviour. Thus when the group starts to examine its experience and reflect upon them, he is in a position to assist with this process. His responsibilities in focusing, learning, and making it clearer for each participant, are extremely important. The primary tasks of the trainer are:

1. Drawing out data from participants in terms of what has actually happened together with their feelings about it,
2. Helping participants to see the cause and effect of the actions of People; that is, the initiating behaviour of a person and the type of response he receives to it; and finally,

**Brainstorming**

Brainstorming, by its definition and its inclusion in the package of creativity techniques, is a wide-ranging, far-reaching activity, seeking to generate ideas. Because of the need to suspend judgment and to accept wild or silly ideas, a brainstorming session is almost out of control. Paradoxically, the control of a brainstorming session generates more, nor less, ideas.

**Stages of Brainstorming:**

There are six stages of brainstorming, as follows:
- ✔ State the problem and discuss
- ✔ Restate the problem
- ✔ How to select a basic restatement and write down, 'In how many ways can we....'
- ✔ Warm-up session
- ✔ Brainstorm
- ✔ Wildest data
Each of these stages is important and care should be taken to complete one stage before moving on to the next. This is particularly necessary in the third stage of selecting the basic restatement. The excitement generated in restating the problem may lead straight into brainstorming without a proper selection of the restatement and without writing it down.

Discussion method

The term "discussion" means Examination by argument and thus all the discussion methods are derived from this, that when many people examine a concept with each of their many different experiences and controversial ideas, a perspective areas regarding the topic of discussion. This is a very potent method in training where the main clientele are adults with varying experience, background and thinking.

The crux of all discussion methods is participation, whereby through exposure to other points of views and feedbacks ones own point of view, the cobwebs shrouding each ones thinking is cleared and everybody improves his/her thinking. As people share experiences, they confront reality and discuss meaningfully. To act as a catalyst in setting the pace, lend direction of the group discussion (without which the discussion would go nowhere ultimately) such that a certain quality and purpose is established, and effective leader or expert consultant or expert consultant or guide is always to be present in all the group discussion as a resource persons.

There have been any "discussion methods" that have been used in the training situation such as:

- Conference
- Seminar
- Symposia
E-Learning

This method of training helps the trainer to reach people at the same time and is widely used to impart "Knowledge Based Training Programmes." Large Organizations many a time face difficulties in bringing people together for training as the participants may be busy or simply because it proves costly to get people at one common place. With development of technology and people becoming more techno-savvy it has helped organizations to choose this medium to reach people and impart training, e-learning has helped organizations to:

❖ Reduce cost
❖ Reach many people
❖ Reduce wastage of traveling time

Mostly the training done through this medium is knowledge based. Training that was previously imparted by classroom lecturing methodology has now become e-training.

Benefits of E-training:
MOST employers provide training to their employees to ensure they stay abreast with the ongoing developments in their respective industries. Typically, corporations hold in-house training classes while other companies employ training consultants to conduct courses for them. Some of these methods may, however, incur costs such as training fee, travel
expenditure, accommodation charges, food bill, plus scheduling headaches.

E-learning methods claim the five key benefits as follows.

❖ Reduced Overall Training Costs
❖ Gains in Performance and Productivity
❖ Faster Recruitment and Retention of Staff
❖ Better recruitment and Retention of Staff
❖ Transformation of a Cost Center into a Profit Center

The Fish Bowl Exercise

The fish bowl exercise is yet another experiential method of training involving the active participation of trainees to enhance their learning experience. It is essentially used in providing skills in understanding human behaviour. It effectively uses group interaction to develop in the participants a degree of self awareness.

Objectives of the Fish Bowl Exercise

1. To inculcate in the participants the discipline of observing others and on the basis of this, provide objective and constructive feedback.
2. To learn about oneself, one’s behaviour and personality as seen through the ayes of others and consequently to overcome weaknesses and improve upon strengths.

The aspects to which the fish bowl exercise can be put to effective use are: individual and group behaviour, content of communication, roles individuals play in groups, inter group conflicts, level of participation, dynamics of group problem solving and decision making and, inter-personal relations.
In-Basket Exercises

It is a form of training which attempts to simulate the working situation by setting the trainee realistic tasks. The trainees are presented with papers such as letters and memos, placed in the 'in' basket or 'in' tray to which they respond individually. The results of the exercise are then analysed, discussed and assessed on the basis of the decisions made.

It has a problem solving Development of analytical skills. For gaining confidence in decision making. It transfers theory learned to practical applications. It also provides concrete subjects for practical work and discussion opportunities for active participation.

Other methods

Demonstration and simulation are other important instructional methods. Demonstrations may be carried out either in the job or in a classroom. Simulation is sometimes done in the classroom and sometimes in a laboratory type of situation.

(A). Demonstration

In the demonstration method the instructor actually shows the trainees how to do something. The instructor may show an assembler how to put something together, a tester how to test engine, and a pilot trainee how to manipulate controls in an airplane. A sales manager may show sales trainees how to deal with a potential customer and how to explain the performance features of his merchandise. Soldiers in the army receive much of their training by means of demonstration.

Demonstrations are usually combined with some other techniques such as a lecture, pictures, text material, and discussion. A demonstration is
particularly effective for skill training. It has only limited usefulness for training management personnel. Because a demonstration emphasis’s primarily know how principles & theory must be taught by some other method.

(B) Simulation and games

A simulator is any kind of equipment or technique that a duplicate as nearly as possible the actual conditions encountered on the job. The game is designed to be a close representation of real-life condition. Management games can be classified as either manual or computer. Calculations to manual games are made by hand or with a desk calculator. Whereas calculations for computer games are made on a high-speed electronic computer. Some games are designed to teach trainee how to make top management decisions in an integrated manner. These games are called top management or total enterprise games. Others are designed to teach a particular functional field of management.

PROBLEMS OF MANAGEMENT TRAINING IN THE PUBLIC SECTOR

Most of the public sector units are doing efforts in imparting management training. There is need to review and evaluate these efforts. When one reviews these efforts there are several questions, which come to one’s mind. In practice it is not an easy task to have an appropriate training programme for a public sector undertaking. The reasons can be attributed to a large number of factors. Some of the important factors of these are discussed below.

Function of management training.

Most of the training managers working in public enterprises feel that training has not been accepted by the top management as an important activity of the organization. In many public sector undertakings no separate
budget in sanctioned for the training activities. "In order to imbibe training in to the culture of organization, there is a need for training the chief executives and senior managers who are generally in their fifties".

**Management training policy**

"Except few exceptions public enterprises are hesitant to spell out their corporate objectives and draw up their corporate plans". As a result manpower and career planning remain a week area in management. "It is seen that the lack of the policy frame work for the development of human resources is due to top officials of the public enterprises who are on deputation from the government departments". These officials do not bother to change the existing situation. The main reason behind this is that they come there on deputation for a short period. Even if some of them are interested to make changes centralization of power at the board level hardly give any scope for that. Hence absence of stable goals and clear policies act as a constraints in the management development programme.

**Identification of training needs**

Most of the public sector enterprises do not do any systematic efforts in identifying needs of the employees before imparting any training. This may be due to the reason that these units have thousands of people working for them. Perhaps it becomes vital for training managers to do efforts in that direction. When the programme details are sent to the various departmental heads they nominate the trainees on adhoc basis.

**Staffing of training department**

It is observed in many public enterprises that incompetent personnel man the training and development departments. They are not professionally trained and also have no experience of training function as such.
Sometimes ineffective personnel of other departments are transferred to training department.

Lack of training materials

The non-availability of Indian material is another important problem in the conduct of management training in public enterprises of India. It is unfortunate that trainers are using western material and tools without realizing its application in our context.

SUMMARY

Managers are the most expensive resources in a business. So their development through various training programme is highly essential. Therefore, many public enterprises have built up their own training facilities. Management training is the act of enhancing skill and knowledge of a manager. The objective of the management-training programme is to maximize the managerial effectiveness as well as the personal growth of the trainee. The principles of management training programme include the various points like, it is meant for behavioral changes, rewards musts be related to each and every successful trainee, the trainee must be constantly informed concerning the progress of his development and the training programmes should be started from the top. Determining the training needs is crucial area in every management development programme. There are different types of methods like problem survey, manpower performance data and skills inventory analysis that are used for determining the training needs. The public sector undertakings are functioning certainly in a different set up compared with that of the private sector undertakings. So some managers thought that a separate training programme should be designed for the public sector managers. Those who administer training programmes have a great choice of methods for imparting learning in trainees. And the most commonly used methods are
on-the-job training, vestibule method, classroom method, and other methods like demonstration and simulation and games. While designing and conducting a training programme certain common problems are associated with it. The most common problems are lack of reorganization to the function of management training, lack of management policy, difficulty in determining the training needs, incompetent staffing of the training department and the lack of the training materials.

Reference: