Chapter 5

Training and Development
The terms Training and development are often used in conjunction but they are not synonymous. Training typically focuses on providing employees with specific skills or helping them to correct deficiencies in their performance. In contrast, development is an effort to provide employees with the abilities the organization will need in the future Mamoria. The differences between training and development are summarised in figure 5(a).

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<th>Training</th>
<th>Development</th>
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<td><strong>Focus</strong></td>
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<td><strong>Scope</strong></td>
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Fig 5(a)

According to Gomez-Mejia, in training, the focus is solely on the current job; in development, the focus is on both the current job and jobs that employees will hold in the future. The scope of training is on individual employees, whereas the scope of development is on the entire work group or organization. That is, training is job specific and addresses particular performance deficits or problems. In contrast, development is concerned with the workforce’s skills and versatility. Training tends to focus on immediate organisational needs and development tends to focus on long-term requirements. The goal of training is a fairly quick improvement in workers’ performance, whereas the goal of development is the overall enrichment of the organisation’s

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human resources. Training strongly influences present performance levels, whereas development pays off in terms of more capable and flexible human resources in the long run.

5.1 Concept of Training

Training is a learning experience under which it is expected that an individual will improve his ability to perform on the job. Training involves the changing of skills, knowledge; attitudes or social behaviour. In simple terms training is the act of increasing the knowledge and skill of an employee to do a particular job. It is concerned with imparting specific skills for particular purposes.

A few definition of Training worth quoting are: Flippo\textsuperscript{69} has defined training as “an act of increasing knowledge and skills of an employee”. According to Lynton and Pareek\textsuperscript{70}, training comes to consist largely of well organised opportunities for participants to acquire necessary understanding and skill. Training aims at lasting improvement on the job” ILO\textsuperscript{71} has defined training as “activities which essentially aim at providing the knowledge, attitude and skill required for employment in a particular occupation or a group of related occupations for exercising a function in any field of economic activity”\textsuperscript{72}. Thus training can be referred as a systematic process to modify attitude, knowledge or skills through learning experiences to achieve better performance in an activity or range of activities.

Thus, the above definitions point to some commonalities about training, which are:

\textsuperscript{69} Flippo, Edward (1996), Principle of Personnel Management, Kagahusha Co. Ltd., Tokyo (Japan).
\textsuperscript{70} Lynton, R.P. and Pareek, Udai (1967), Training for Development, Richard D. Trwin, New York (U.S.A.)
Training is planned and purposeful instruction.
- Training aims to improve performance of participants so that they can contribute to effectiveness of the group or organization they belong.
- Training is linked with present affairs and requires immediate application to be useful.

5.2 *Need of Training*

Training is the cornerstone of sound management, for it makes employees more effective and productive. According to Gosh\(^{72}\), training is assuming an ever-increasing importance in an organisation due to the following reasons:

1. *Technological advancement:* The past four decades have witnessed unparalleled development in industrial technology. Today organisations are mechanising or automating many of its processes as a result many unskilled jobs are disappearing. It has become important for employees to engage in training programmes to upgrade themselves for more skilled positions and to familiarise themselves with the new processes and production techniques to retain their jobs. In addition, as new management techniques and technical developments appear, senior level employees also need refresher courses so that they keep-up with the current developments in their fields of specialisation.

2. *Organisational complexity:* In the contemporary world, multi-national and big organisations have to deal with extremely complex problems of co-ordination and integration of activities. Recent developments in information technology and especially the use of computers promise to alleviate many of these problems. But in order to operate the new systems effectively also requires that training and retraining must take place continuously and at all levels in such organisations.

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When men are placed in unfamiliar situations, new supervisory and managerial skills are needed as they are forced to coordinate their efforts with those of other men whose training, background and interests may be very different from their own.

3. *Innovative organisational policies:* In the field of managerial development new trends are being applied and tested. In recent times; it has been the policy of many companies to develop their own managerial resources as they perceive that hiring from open markets is both costly and counter productive. Consequently, companies have started to recruit their staff directly from campus of renowned institutes, colleges and universities. These recruits have to be given extensive training in order to upgrade their managerial skills.

4. *Human relations movement:* The human relations movement emphasises the importance of providing the employees with conditions that permit and promote self-actualisation. In order to develop and maintain a motivated and efficient work force; organisations insure job satisfaction by providing workers with opportunities to develop themselves. Some organisations develop in plant training programs to achieve this objective whereas other innovative companies let the workers decide the competencies which they want to develop by paying for the cost of training or educational courses of his/her choice.

### 5.3 Assessment of Training Needs

The overall purpose of determining training need is to provide information required to design the training program. According to Gomez-Mejia\(^3\) assessment consists of three levels of analysis: organisational, task, and person.

Organizational analysis examines broad factors such as the organization's culture, mission, business climate, long and short term goals, and structure. Its purpose is to identify both overall organizational needs and the level of support for training.

Task analysis is an examination of the job to be performed. It focuses on the duties and tasks of jobs throughout the organization to determine which jobs require training. A recent and carefully conducted job analysis should provide all the information needed to understand job requirements. These duties and tasks are then used to identify the knowledge, skills, and abilities (KSAs) required in performing the job adequately. Then the KSAs are used to determine the kinds of training needed for the job.

Person analysis determines which employees need training by examining how well employees are carrying out the tasks that make up their jobs. Training is often necessary when there is a discrepancy between a worker's performance and the organization's expectations or standards. Often a person analysis entails examining worker performance ratings and then identifying individual workers or groups of workers who are weak in certain skills. The source of most performance ratings is the supervisor, but a more complete picture of workers' strengths and weaknesses may be obtained by expanding the sources to include self assessment by the individual worker and performance assessments by the worker's peers.

The performance problems can come from numerous sources, many of which would not be affected by training. The only source of a performance problem that training can address is a deficiency that is under the trainee's control. Because training focuses on changing the worker, it can improve performance only when the
worker is the source of a performance deficiency. For example, sales training will improve sales only if poor sales techniques are the source of the problem. If declining sales are due to a poor product, high prices, or a faltering economy, sales training is not going to help.

It is important to note that when we talk about the worker as the source of performance problems, we are not referring only to deficiencies in hard areas such as KSAs directly connected to the job. Sometimes the deficiencies occur in such soft areas as diversity, ethics, and they, too, require training to correct.

5.4 Learning Theories

Learning is the heart of training and development. An organisation may adopt a formal and systematic approach, or may remain committed to the traditional way in which training is being imparted. Learning is the essential pre-condition for any change in performance at work. "Learning has become the key developable and tradable commodity of an organisation" Garrat\textsuperscript{74}.

Learning can be best understood as a word which describes a change in individual's range and repertoire of behaviour. It is the process by which behaviour is modified, either by the addition of new and different capabilities or by the extension and enhancement of those which an individual already possess. Psychologists usually define learning as a relatively permanent change in behaviour due to past experience Coon\textsuperscript{75}; or as a relatively permanent change in behavioural potential which accompanies experience but is not the result of simple growth factors or of reversible influences such as fatigue or hunger Kimble\textsuperscript{76}.

\textsuperscript{75} Coon, D. (1983), Introduction to Psychology: Exploration and Application, West St. Paul, Minnesota (U.S.A.)
\textsuperscript{76} Kimble, D.P. (1972), Learning, Remembering and Forgetting: Experience and Capacity, Gordon and Breach, London (U.K.), p.73.
The theories of Learning have been categorised on the basis of their orientation. Merriam and Caffarella\(^7\) classified these under three different orientations viz. behaviourist, cognitive and humanist. However Smith\(^8\) has further classified it by adding the social and situational dimension to it. The following work is a adaptation of the works of Merriam and Caffarella and Marks K. Smith.

The Behaviourist Theory of learning

The behaviourist movement in psychology has looked to the use of experimental procedures to study behaviour in relation to the environment.

John B. Watson, who is generally credited as the first behaviourist, argued that the inner experiences that were the focus of psychology could not be properly studied as they were not observable. Instead he turned to laboratory experimentation. The result was the generation of the stimulus-response model. In this the environment is seen as providing stimuli to which individuals develop responses.

In essence three key assumptions underpin this view:

- Observable behaviour rather than internal thought processes are the focus of study. In particular, learning is manifested by a change in behaviour.
- The environment shapes one's behaviour; what one learns is determined by the elements in the environment, not by the individual learner.
- The principles of contiguity (how close in time two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process.

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Researchers like Edward L. Thorndike build upon these foundations and, in particular, developed a S-R (stimulus-response) theory of learning. He noted that responses (or behaviours) were strengthened or weakened by the consequences of behaviour. This notion was refined by Skinner and is perhaps better known as operant conditioning - reinforcing what you want people to do again; ignoring or punishing what you want people to stop doing.

In terms of learning, according to Hartley\(^79\) four key principles come to the force:

- **Activity is important.** Learning is better when the learner is active rather than passive.
- **Repetition, generalization and discrimination are important notions.** Frequent practice - and practice in varied contexts - is necessary for learning to take place. Skills are not acquired without frequent practice.
- **Reinforcement is the cardinal motivator.** Positive reinforcers like rewards and successes are preferable to negative events like punishments and failures.
- **Learning is helped when objectives are clear.** Those who look to behaviourism in teaching will generally frame their activities by behavioural objectives.

**The Cognitive theory of learning**

Many psychologists were not happy with behaviourism. There was a belief among some that there was too much of a focus on single events, stimuli and overt behaviour. Such criticism was especially strong from those who saw themselves as Gestalt psychologists (Gestalt meaning configuration or pattern in German). For them, perceptions or images should be approached as a pattern or a whole rather than as a sum of the component parts. Such

thinking found its way into psychoanalysis and into the
development of thinking about group functioning. It also had a
profound effect on the way that many psychologists thought of
learning. Where behaviourists looked to the environment, those
drawing on Gestalt turned to the individual’s mental processes.
In other words, they were concerned with cognition - the act or
process of knowing.

Researchers like Jean Piaget, while recognizing the contribution of
environment, explored changes in internal cognitive structure. He
identified four stages of mental growth (sensorimotor, preoperational,
concrete operational and formal operational). Jerome Bruner explored
how mental processes could be linked to teaching (emphasizing, among
other things, learning through discovery). Robert M. Gagné developed
a model that highlighted eight different forms of learning - behaviourists
identifying only a fragment of human capabilities.

James Hartley has usefully drawn out some of the key principles of
learning associated with cognitive psychology. As he puts it: ‘Learning
results from inferences, expectations and making connections. Instead
of acquiring habits, learners acquire plans and strategies, and prior
knowledge is important’. The principles he identifies are:

▶ **Instruction should be well-organized.** Well-organized
materials are easier to learn and to remember.

▶ **Instruction should be clearly structured.** Subject matters are said
to have inherent structures - logical relationships between key
ideas and concepts - which link the parts together.

▶ **The perceptual features of the task are important.** Learners
attend selectively to different aspects of the environment. Thus,
the way a problem is displayed is important if learners are to
understand it.

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80. Hartley, J. (1988), Learning and Studying: A Research Perspective, Rutledge,
London (U.K.)

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- **Prior knowledge is important.** Things must fit with what is already known if it is to be learnt.
- **Differences between individuals are important as they will affect learning.** Differences in ‘cognitive style’ or methods of approach influence learning.

Cognitive feedback gives information to learners about their success or failure concerning the task at hand. Reinforcement can come through giving information - a knowledge of results - rather than simply a reward.

**The Humanist Theory of Learning**

In this orientation the basic concern is for human growth. We look to the work of Maslow and Rogers as expressions of this approach. In this orientation the basic concern is for the human potential for growth. As Tennant notes, the concern with ‘self’ is ‘a hallmark of humanistic psychology’. There was a reaction against ‘scientific’ reductionism – people being treated as objects and rationalism. Instead the affective and subjective world was to be reaffirmed. Personal freedom, choice, motivations and feelings had to have their place.

Perhaps the best known example is Abraham Maslow’s hierarchy of motivation. At the lowest level are physiological needs, at the highest self actualization. Only when the lower needs are met it is possible to fully move on to the next level. A motive at the lower level is always stronger than those at higher levels. Tennant summarizes these as follows:

**Level one:** Physiological needs such as hunger, thirst, sex, sleep, relaxation and bodily integrity must be satisfied before the next level comes into play.

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Level two: Safety needs call for a predictable and orderly world. If these are not satisfied people will look to organize their worlds to provide for the greatest degree of safety and security. If satisfied, people will come under the force of level three.

Level three: Love and belongingness needs cause people to seek warm and friendly relationships.

Level four: Self-esteem needs involve the desire for strength, achievement, adequacy, mastery and competence. They also involve confidence, independence, reputation and prestige.

Level five: Self-actualization is the full use and expression of talents, capacities and potentialities.

Self actualizers are able to submit to social regulation without losing their own integrity or personal independence; that is they may follow a social norm without their horizons being bounded in the sense that they fail to see or consider other possibilities. They may on occasion transcend the socially prescribed ways of acting. Achieving this level may mean developing to the full stature of which they are capable.

Learning can, thus, be seen as a form of self-actualization, it contributes to psychological health Sahakian\textsuperscript{82}. Yet while self actualization may seen as the primary goal, other goals (linked to the other stages) are also around. These include a sense of accomplishment and the controlling of impulses. Maslow\textsuperscript{83}.

Much criticism has been levelled at this model. For example,

- Do lower needs really have to be satisfied before higher ones come into play? People may well put physiological needs on one side to satisfy the need for love.

\textsuperscript{83} Maslow, A. (1970), Motivation and Personality, Harper and Row, New York (U.S.A.)
Are we all propelled to the sorts of qualities that Maslow identifies with ‘self actualization’? To what extent are these qualities culturally-specific?

The idea of a hierarchy of needs, the identifying of different needs, and the notion of self-actualization did, however, exert a powerful hold over educationalist like Malcolm Knowles. Humanistic psychology’s positive view of people and their ability to control their own destiny, and the seemingly unlimited possibilities for individual development provided some hope for the educators.

Perhaps the most persuasive exploration of humanist orientation to learning came from Rogers84. His passion for education which was engaged with the whole person and with their experiences; for learning that combines the logical and intuitive, the intellect and feelings; found a ready audience. ‘When we learn in that way’, he said, ‘we are whole, utilizing all our masculine and feminine capacities’. He saw the following elements as being involved in significant or experiential learning.

- *It has a quality of personal involvement*: the whole person in both feeling and cognitive aspects being in the learning event.
- *It is self-initiated*: even when the impetus or stimulus comes from the outside, the sense of discovery of reaching out, of grasping and comprehending, comes from within.
- *It is pervasive*: It makes a difference in the behaviour, the attitudes, perhaps even the personality of the learner.
- *It is evaluated by the learner*: he knows whether it is meeting his need, whether it leads toward what he wants to know, whether it illuminates the dark area of ignorance he is experiencing. The locus of evaluation, resides definitely in the learner.

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Its essence is meaning: When such learning takes place, the element of meaning to the learner is built into the whole experience.

The Social Theory of Learning

Social learning theory ‘posits that people learn from observing other people. By definition, such observations take place in a social setting’ Merriam and Caffarella85. Within psychology, initially it was behaviourists who looked to how people learned through observation. Later researchers like Albert Bandura looked to interaction and cognitive processes. One thing that observation does is to allow people to see the consequences of other’s behaviours. They can gain some idea of what might flow from acting in this way or that.

Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action Bandura86.

Attending to a behaviour; remembering it as a possible model or paradigm; and playing out how it may work for them in different situations (rehearsal) are key aspects of observational learning. Symbols retained from a modelling experience act as a template with which one’s actions are compared. During this rehearsal process individuals observe their own behaviour and compare to their cognitive representation of modelled experience. In this model behaviour results from the interaction of the individual with the environment.

A more radical model - situated learning - has been put forward by Lave and Wenger\(^7\). Rather than looking to learning as the acquisition of certain forms of knowledge, they have tried to place it in social relationships - situations of co-participation. As William F. Hanks puts it in his introduction to their book: Rather than asking what kind of cognitive processes and conceptual structures are involved, they ask what kinds of social engagements provide the proper context for learning to take place. It is not so much that learners acquire structures or models to understand the world, but they participate in frameworks that have structure. Learning involves participation in a community of practice.

Lave and Wenger\(^8\) illustrate their theory on observations of different apprenticeships. Initially people have to join communities and learn at the periphery. As they become more competent they move more to the 'centre' of the particular community. Learning is, thus, not seen as the acquisition of knowledge by individuals so much as a process of social participation. The nature of the situation impacts significantly on the process.

Learners inevitably participate in communities of practitioners and the mastery of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of a community. "Legitimate peripheral participation" provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artefacts, and communities of knowledge and practice. A person's intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a sociocultural practice. This social process, includes, indeed it subsumes, the learning of knowledgeable skills.


\(^{8}\) ibid.
In this there is a concern with identity, with learning to speak, act and improvise in ways that make sense in the community. What is more, and in contrast with learning as internalization, ‘learning as increasing participation in communities of practice concerns the whole person acting in the world’. The focus is on the ways in which learning is ‘an evolving, continuously renewed set of relations’. In other words, this is a relational view of the person and learning.

As Tennant\(^{89}\) argues, this orientation has the definite advantage of drawing attention to the need to understand knowledge and learning in context. However, situated learning depends on two claims:

- It makes no sense to talk of knowledge that is decontextualized, abstract or general.
- New knowledge and learning are properly conceived as being located in communities of practice.

Questions can be raised about both of these claims. It may be that learning can occur that is seemingly unrelated to context or life situation. Second, there may be situations where the community of practice is weak or exhibits power relationships that seriously inhibit entry and participation.

It is said that the idea of situated learning does provide significant pointers for practice. Here Tennant highlight three points:

- *Learning is in the relationships between people* – As McDermott\(^{90}\) puts it: Learning traditionally gets measured as on the assumption that it is a possession of individuals that can be found inside their heads. Here learning is in the relationships between people. Learning is in the conditions that bring people together and organize a point of contact that allows for

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particular pieces of information to take on a relevance; without the points of contact, without the system of relevancies, there is not learning, and there is little memory. Learning does not belong to individual persons, but to the various conversations of which they are a part.

- *Educators work so that people can become participants in communities of practice* – they need to explore with people in communities how all may participate to the full. There is a strong link here with the long-standing concern among informal educators for association.

- *There is an intimate connection between knowledge and activity* - Learning is part of daily living. Problem solving and learning from experience become central processes (although situated learning is not the same as ‘learning by doing’).

Other psychologists have looked beyond the focus on human interaction to the geography or terrain of learning. ‘People appear to think in conjunction or partnership with others and with the help of culturally provided tools and implements’. In other words, there is a need to explore the extent to which learning (or intelligence) lies in the resources to which people have access. These might be obvious resources like libraries and internet access, but it can also involve the use of tools like pencils and pens. In this view, as Gardner puts it, ‘intelligence is better thought of as distributed in the world rather than in the head’. Some of those advocating the importance of distributed cognition place a stronger focus on distribution than others. They argue that while the individual is significant, psychological analysis should focus on the joint, socially mediated activity in a cultural context. Others, like Salomon and Gardner, argue that solo and distributed cognitions are still distinguishable from each other and are taken to be in an interdependent dynamic interaction.

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The identification of training needs provide a set of objectives for any training program that might be developed following the assessment. According to Gomez-Mejia\textsuperscript{92}, each objective should relate to one or more of the KSAs identified in the task analysis and should be challenging, precise, achievable, and understood by all. For example, the objective of a company may be to gear its training to the competencies it has identified for jobs from entry level to the most senior positions.

Whenever possible, objectives should be stated in behavioural terms and the criteria for judging the training program's effectiveness should flow directly from the behavioural objectives. Suppose the cause of a performance deficiency is poor interpersonal sensitivity. The overall objective of the training program designed to solve this problem, then, would be to increase interpersonal sensitivity. Increasing interpersonal sensitivity is a noble training goal, but the term is ambiguous and does not lead to specific content for a training program or to specific criteria by which the training's effectiveness can be judged. Stating this objective in behavioural terms requires determining what an employee will know, do, and not do after training.

Figure 5 (b) shows how the overall objective of sensitivity training provides a starting point that can be broken down into dimensions (specific aspects of job performance) for which specific behavioural goals can then be developed. The overall objective in the figure is to increase the interpersonal sensitivity of supervisors in their relations with production employees.

First, this overall objective is divided into two dimensions:

listening and feedback skills. Then specific behaviours that are part of these dimensions are identified, both to guide the training effort and to help evaluate whether the training has been successful.

![Development of Behavioural Training Objectives Diagram](image_url)

**Table: Development of Behavioural Training Objectives**

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<tr>
<th>Overall Objectives</th>
<th>Increase Interpersonal Sensitivity</th>
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<tr>
<td>Specific Content Dimension</td>
<td>Listening Skills</td>
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1. Supervisor summarises points of action plan at end of discussion.
2. Supervisor does not interrupt the speech of others.
3. Supervisor provides an estimate of how long before a request can be filed.

1. Supervisor describes the issue in concrete terms.
2. Supervisor attacks the problem, not the performer.
3. Supervisor provides feedback in a timely fashion.

**Figure 5(b)**


### 5.6 Training Methods

Numerous training methods have been developed over the years. It is difficult, if not impossible, to say which of the method is more useful than the other. Usually combinations of various methods are used on the recommendation of training specialists for imparting training to the employees for a specified outcome. The best method for one situation may not be suitable for a particular situation. Care must be taken in adapting the methods for imparting training to different categories of personnel in an organisation.
According to Still et al\textsuperscript{93} training methods can be classified on the basis of their participation. The first nine are group training methods; and the following five are individual training methods.

\textit{Methods of Training:}

\textit{Lectures:} The lecture is, by definition, words spoken by the instructor. It is thus a verbal-symbol medium, offering a relatively passive and usually not a stimulating experience for learners, unless the speaker has unusual vocal and rhetorical talent. The lecturer needs plenty of interesting examples to illustrate theory, colorful and persuasive language to enhance a well-organized pattern of ideas, and a pleasant and stimulating voice. It is regarded as one of the simplest way of imparting knowledge to the trainees, especially when facts, concepts or principles, attitudes theories and problem solving abilities are to be taught.

\textit{Conference:} In this method, the participating individuals ‘confer’ to discuss points of common interest to each other. A conference is basic to most participative group-centred methods of development. It is a formal meeting, conducted in accordance with an organised plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation of the trainees. It lays emphasis on small group discussions, on organised subject matter, and on the active participation of the members involved. Learning is facilitated by building up on the ideas contributed by the conferees.

There are three types of conferences. In the directed discussion, the trainer guides the discussion is such a way that the facts, principles or concepts are explained. In the training conference, the instructor gets the group to pool its knowledge and past experience

and brings different points of view to bear on the problem. In the seminar conference, answer is bound to question or a solution to a problem. For this, the instructor defines the problem, encourages and ensures full participation in the discussion.

*Role Playing*: This method has trainees acting out parts in contrived problem situations. The role-playing session begins with the trainer describing the situation and the different personalities involved. The trainer provides needed props, then designates trainees to play parts. Each plays his or her assigned role, and afterward, they, together with other group members and the trainer, appraise each player’s effectiveness and suggest how the performance of each might be improved.

Role playing presents few problems. Those playing roles must become actively and emotionally identified with the characters they portray; audience interest must be maintained throughout, even though spontaneous reactions are suppressed. Achieving these conditions is not easy. It is even more difficult when role players ham it up or when there is laughter or other involuntary audience reaction. Non participants’ comments should be saved for later, until role playing is completed, or during cuts called by the trainer. Note taking as the play unfolds distracts some players. This tendency, however, is overcome with repeated use of the method. These problems can be minimized by briefing trainees on what is and is not permissible, the group is limited to no more than ten or twelve, the trainer exercises discipline and control throughout, and role-playing assignments are realistic.

More than offsetting the problems are the many benefits of this training method. It provides realistic practice in applying what has been learned in other training or by experience. It is flexible and adapts to extreme diversity in role playing situations. Role playing lends itself to training new personnel, or even mixed groups.
Other benefits include the following:

1. Trainees learn to accept criticism from others, and the group soon recognise that sound suggestions benefit
2. When a trainee criticizes another’s performance, that individual has an incentive not to perform similarly later.
3. Role players practice introspection through participating in the appraisal of their own performances. Videotaping makes self-criticism even more beneficial and objective.
4. The free-wheeling nature of role playing is conducive to generating new ideas and approaches. Defects inherent in stereotyped solutions become apparent.
5. In role-playing sessions for mixed groups, junior people have a chance to learn valuable tricks, and experienced personnel are kept alert as a matter of personal pride.
6. Role players gain acting experience, which may help later in handling difficult situations.

*Business Games:* This method, also known as simulation, somewhat resembles role playing highly structured contrived situations, based on reality, in which players assume decision-making roles through successive rounds of play. A unique feature is that players receive information feedback. In one game, for example, trainees play the roles of decision makers in customers’ organizations, using data ordinarily available to make decisions on the timing and size of orders, managing sales forces and advertising efforts, and so on. The results of these decisions then are calculated by referees (using computers) and are fed back for the players to use in the next round of decisions.

Preparation of a game requires research to dig out the needed facts, the incorporation of these into a game model, development of detailed instructions for players and referees, and the writing of a computer program. Expertness and substantial investments in time and money, then, are required, but partially offsetting this is that,
once prepared, a game may be used in many training programs.

Advantages of gaming are (1) participants learn easily because they involve themselves in game play; (2) players develop skill in identifying key factors influencing decisions; (3) games lend themselves readily to demonstrations of the uses and value of such analytical techniques as inventory and other planning models; and (4) games, with their built-in information feedback features, are effective in emphasizing the dynamic nature of problem situations and their interrelationships.

Limitations of gaming are (1) some minimum time is required for playing, usually three or four hours, to generate sufficient decision “rounds” to provide the desired learning experience; (2) since game designs are based on, ordinary decision-making processes, their rules often prevent payoffs on unusual or novel approaches; and (3) players may learn some things that aren’t so, a limitation applying especially to poorly designed games. These limitations are overcome through careful game design and administration.

Inbasket Games: In-baskets are a series of exercises made up of various materials, such as correspondence, reports, and memos, that resemble the work that an employee typically may need to do on the job. The trainee examines the materials in the in-basket and acts on them. The objective of in-baskets is to teach decision-making skills. The actual training that takes place occurs after the completion of the inbasket exercises, during a follow-up discussion in which the trainee’s behaviour during the exercise is interpreted and evaluated.

The advantages of in-basket exercises are, firstly it closely resembles the work that has to be done on a particular job and secondly the trainees get feedback about how their behaviours were perceived by the trainer. The major limitation with this method is
that the exercises often involve more work that can be reasonably completed in the allocated time period, which can produce stress for some trainees.

Case Discussion: This method, originated by business educators as a partial substitute for learning by experience, is widely used in solving problems encountered on the job. It also provide the bases for group discussion. Sometimes, the cases, particularly when they are long and complex, are assigned in advance—if this is the situation, then it is imperative that participants come prepared to the session otherwise, valuable time is wasted in rehearsing the situation. In most training situations, however, the cases used are short (one or two pages at most) and trainees are given ten or fifteen minutes to read them before group discussion starts. Each case either describes a real selling problem or is developed around a situation sufficiently real to stimulate emotional involvement by the trainees.

Trainees discussing a case should identify the issue, marshall the relevant facts, devise specific alternatives and choose the one most appropriate. Most trainers believe that securing a thorough grasp of the problem situation is more essential to learning than the rapid production of solutions. To derive maximum benefit from case discussion, each session should conclude with the drawing of generalizations on lessons learned.

Incident Method: The incident method is similar to the case discussion method except that the trainees are not given all the information needed to solve the problem. Instead, they are presented with a critical incident and are required to find the facts, talk to the people involved, probe for information, sift out various perspectives about the problem and devise a solution. After the trainees believe they have enough information, they solve the problem and the instructor reveals all the information about the
incident. The solutions based on incomplete and complete information are compared and discussed. Advantage of the incident method is that it resembles the way problems are typically encountered in the job environment.

Sensitivity Training or T-Group Training: Sensitivity or T-Group training concept was developed in 1946 by Kurt Levin and his associates. The basic objective of this training method is to develop awareness and sensitivity of one's own behaviour through interaction with others. The objectives of this method are:

(a) To develop an understanding and awareness about one's own behaviour and its impact on others.
(b) To develop an understanding and sensitivity about the behaviour of others.
(c) To develop and increase the ability to transform learning into action.
(d) To develop an understanding and awareness about interpersonal and group behaviour processes.
(e) To develop a scientific attitude in visualizing and tackling future situations.

The sensitivity training method is an unstructured process. The trainees do not get any guidance or instructions from the trainer or moderator as to how to proceed. There are three types of sensitivity groups each consisting of 10 to 12 members. These three types of groups are 'Stranger', 'Cousins', and Family. The members of the stranger group are drawn from a different organisation who do not know each other. The members of the cousin group are drawn from different units of the same organisation who do not work together, but know each other. The member of the family group belong to the same work unit.

The sensitivity or T-Group training provides many advantages. Some of them are: (a) Helps in developing innovative ideas; (b) Develop the
art of listening; (c) Helps in developing self-awareness and the attitude of others towards oneself; (d) Reduces inter-group and inter-personal conflicts; (e) Improves communication skill of the trainees; (f) Helps in adapting to the organisational change and (g) Helps in developing co-operation at all the levels.

But there are certain limitations with the sensitivity training method. They are: (a) This method has limited utility to the organisation; (b) It may result in psychological damage to some trainees or participants and (c) It brings about behavioural changes, but it is not clear whether these changes bring about changes in the organisational performance.

*Transactional Analysis*: Transactional analysis is a technique which facilitates people in understanding their own as well as other’s behaviour during the course of interpersonal relationships. The basic objective of transactional analysis is to develop an understanding as to how people behave with each other so that they can improve interpersonal communications. The concepts of transactional analysis were developed by Eric Berne and later popularized by Harris, James and Jongeward.

The basic concepts in transactional analysis are ego states, transactions, strokes, and ways people spend their time. Berne was of the opinion that people interact with each other from one of the three psychological positions, termed as ego states. These ego states are: Parent, Adult and Child. The parent ego state of a person is influenced by his parents, older members in the family and teachers. It comprises the judgemental, value based, rule making and moral component of personality. It is reflected by such sentence, ‘It is right’, ‘It is wrong’, ‘It is good’, ‘It is bad’, ‘You should not do this’, ‘You should do this’, and so on. There are three main types of parent ego states: nurturing parent, critical parent and instructive or standard setting parent. The adult ego state
comprises of national calculating, factual and unemotional behaviour. The child ego state constitutes the emotional, creative, spontaneous and impulsive component of personality. It reflects the emotions developed in response to childhood experiences. The child ego state desires approval from others and prefers immediate awards. In our daily life when people interact with each other, they exhibit all three ego states though one state may be dominating.

A transaction is a fundamental unit of social interaction. It includes exchange of words and behaviour between two people. A stroke is a unit of recognition which may be either positive or negative. The ways in which people spend their time are classified into six categories: withdrawal, rituals, activities, pastimes, psychological games and authentic encounters or intimacy.

*Job Rotation:* Also termed as cross training, this involves moving an individual to various types of jobs at the same level for specified period of time within the organisation. This method broadens the outlook of the individual and can learn the much related skills. This method is generally used for fresh recruits during their probation period to familiarize them with broad functional operations and processes of the organisation. It is also used by the management as a matter of policy. It transfers the employees from one plant to another after he has worked on a particular job for a specified period.

*Programmed Instruction:* In recent times this method has gained popularity as it can be used to teach both technical and non-technical subjects effectively. This method breaks down subject matter into numbered instructional units called frames, which are incorporated into a book or microfilmed for use with a telling machine. Each frame contains an explanation of a specific point, plus a question or problem for the trainee to use in testing his or her understanding. Trainees check answers by referring to
another designated frame. If the answer is correct, the trainee is
directed to new material; if it is incorrect, additional explanation is
provided, and the trainee is retested on the point before going on to
new material. Thus trainees check their own progress as they work
through the material and move through them at their own speed.
Companies using programmed instructions, however, regard
formal examinations as necessary incentives for trainees.

*Personal Conference:* The potential of this method often goes
unrecognized, because many people assume that learning occurs
only in structured situations. However, learning occurs in
structured and unstructured, formal and informal situations. In the
personal conference, the trainer and trainee jointly analyze
problems. Personal conferences are held in offices, restaurants, bars,
motel rooms, and elsewhere. The personal conference is an
unstructured and informal method. It varies with the personality of
the trainer and the trainee and the topic discussed.

*On-the-Job Training:* This method, also called the coach-and-pupil
method, combines telling, showing, practicing, and evaluating. The coach
begins by describing particular situations, explaining various techniques
and approaches that might be used effectively. Next, accompanied by
the pupil, he demonstrates the work. Then, under the coach’s
supervision, the trainees do the work, followed by discussion and
appraisal. Gradually, the trainee works more and more on his or her
own, but with continuing, although less frequent, coaching.

The instructional effectiveness of this method depends mainly upon
the coach’s qualifications. Given a qualified coach, the trainee starts
off on the right foot. Early deficiencies are corrected before they
harden into habits. If, however, the coach is not qualified, the trainee
learns the coach’s bad habits as well as skills. On-the-job coaching
is an important part of most induction training programs. No more
effective way exists for learning a job.
14. Correspondence Courses: Companies with highly technical products and small but widely deployed work forces use correspondence courses to acquaint employees with new product developments and applications.

Correspondence training is most appropriate as an interim training method where trainees are scattered geographically but are assembled periodically for lectures, seminars, role playing, and other instruction. For example; initial training, for example, might be by correspondence courses begun at different times and places; continuing, or follow-up, training might come later through group methods at a central location. Preparing a standardized correspondence course presents few difficulties other than those of choosing, organizing, and writing up the material. In many companies, particularly in the insurance field, instructional materials are also taped for cassette players. Successful use of the correspondence method requires administrative skill.

The greatest problem is to motivate trainees to complete assignments on schedule. Not only are enrollees engaged in full-time work requiring that correspondence lessons be done after hours, but few have sufficient self-discipline to study without direct supervision. It is necessary to provide regular examinations, prizes for completing work on time, or other incentives. This method does not answer enrollees’ questions; hence, successful users arrange for periodic face to face discussions. Similar problems are met in processing completed assignments, evaluating work, and correcting errors. Despite these administrative problems, correspondence instruction is a useful supplement to other training methods.

5.7 Management Development

Success of any organisation depends on the quality of leadership provided by the managers. If an organisation wants to improve the
quality if its managers, it must expand money and effort and introduce innovative and systematic development schemes for them in which managers themselves play an important role.

A managers' task includes certain skills which can be improved, even perfected or nearly so. The major and elusive task of management development is to mould and fashion the behaviour component into a virile and unmixed weapon of organisational achievement. The secret of effective management lies in vitality, conceptual attitude of mind concerned with results matched by determination and integrity of managers.

According to Sainy and Kumar94, “Management development can be defined as a systematic training and planned personnel development so that the skills, knowledge and attitudes acquired can be applied in manning the organisation efficiently and effectively”. Management development should produce change in behaviour which is more in keeping with the organisational’s goals than the previous behaviour. This change frequently consists of a number of small steps resulting from the training but the cumulative effect is considerable and at the end result sought. It is also basic that a terminal behaviour is identified before the development efforts start.

There is a difference of opinion regarding the terms executive development and management development. Some regard executive development as the programme only for top managerial personnel whereas others who do not distinguish between the various levels of management call this programme as management development.

Management development depends more on individual efforts rather than the organisational efforts. There is no substitute for self-development and initiative. The organisation should create such an

5.8 Promotion and Transfer

The word promotion is referred to the advancement of an employee to a better and higher job with more pay and perks, higher status and more responsibilities. Promotion is a method of filling up vacancies which occur in any organisation from time to time. Instead of recruiting fresh people in these vacancies, some persons already working at the lower level may be moved upwards. Promotion is classified as horizontal and vertical. Horizontal promotion is a minor promotion within the same classification of job. Where as Vertical promotion crosses the boundary of job classification. When the promotion is within the department it is termed and departmental promotion and when from one department to another it is inter-departmental promotion.

There are many advantages of promotion to the employees as well as to the organisation. Firstly, it develops loyalty towards the organisation. Secondly, it is an incentive for the employees who are meritorious and performance is excellent. Thirdly, it reduces frustration and discontent among the employees. Fourthly, it facilitates recruitment and is good source of internal recruitment.

Transfers

Transfer is the lateral movement of an employee from one position to another without involving any significant change in duties, responsibilities, pay and status. Transfers are made within an organisation for a variety of reasons. There are many types of transfers. When a transfer is done so as to fulfill the requirements of the organisation it is termed as productive transfer. In other words when an employee is transferred from one department to another department to complete the work, it comes under this category. A
replacement transfer is the transfer of a senior employee to replace a junior employee when the latter is laid off. Versatility or training transfers have a basic idea of giving varied experience in all different departments. Personal transfers are done on the initiative of the management or on the request of the employees himself.

5.9 Training and Development at BHEL

The training and development activities in BHEL Jhansi are organised and conducted at the Human Resource Development Centre (HRDC) on the unitary level and at the Human Resource Development Institute (HRDI) situated in Noida on the corporate level.

The objective of Human Resource Development Centre situated at BHEL Jhansi is envisaged as “all round development of the employees in terms of their knowledge, skills and behaviour for the improvement in their work efficiency and effectiveness”. The organisational of Human Resource Development Department in Jhansi is depicted below:

ORGANISATION OF HUMAN RESOURCE DEVELOPMENT DEPARTMENT AT BHEL JHANSI

![Organizational Chart]

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The Head of Department works in line with the Quality Assurance Manual and has organisational authority over Human Resource Development Department.

INCHARGE

The responsibility of planning, designing, organising and conducting in-plant and out-plant human resource development programmes for employees is vested on the Incharge at the Human Resource Development Centre, Jhansi. He makes budgetory provisions for all human resource development activities. He is also responsible for indentification of training needs within the Jhansi unit and monitors the training budget.

Authority: He approves all the expenses related to Human Resource Development Centre in accordance with the allotted budget. He monitors the human resource development activities and has authority for issuing Part II Office Order for both in-plant and out planta training programmes.

HRD CO-ORDINATOR

He is responsible for coordinating all the human resource development activities in the Human Resource Development Centre at BHEL Jhansi. He is also responsible for monitoring of reports regarding training and taking feedback from the participants.

PROGRAMME CO-ORDINATOR

He is responsible for maintenance of all Human Resource Development Department’s files, registers and records. He is also
responsible for preparation of reports and all clerical activities in the department. He is authorised to raise purchase indents and issue no dues certificate.

Development of Training Objectives

The objectives for Human Resource Development Centre at BHEL, Jhansi are developed on the basis of planning premise provided from the corporate level. The Head of the Department at Human Resource Development Centre develops the objectives in terms of activity levels. The objectives are indicated in terms of man-hours i.e. the average training to be provided to employee in man-hours and total training to be provided to employees in number of man-hours. The special area of focus for training and development of employees at BHEL, Jhansi for the financial year is also indicated.

To meet the objective, various in-plant training programmes are organised at Human Resource Development Centre in BHEL Jhansi at the unitary level and employees are also deputed for out-plant training at other institutes in India and abroad.

Training Need Identification

In order to bring about all round development of its employees in BHEL Jhansi, the crucial step in the training and development process is to identify the training needs which exist in the unit. For the purpose of training needs identification, the Head of the Department at the Human Resource Development Centre, BHEL Jhansi circulates form AMI 4250/A1 to each Head of the Department of various divisions in Jhansi unit, once a year. Each Head of the Department is requested to identify the training needs of their respected area and communicate the same to the Human Resource Development Centre by January each year.
Development of Training Objectives
In terms of activity levels indicating:
(a) Total training to be imparted in man-hours.
(b) Average training to be imparted per employee in man-hours.

Training Needs Identification

Development of Training Plan

Selection of Trainees

Training
(a) In-plant Training in HRDC.
(b) Out-plant Training in India.
(c) Training Abroad.

Post Training Evaluation
(a) In-plant Training Programmes
(b) Out-plant Training in India
(c) Training Abroad.
The training needs are identified by each Head of the Department in their respected area in consultation with their subordinates and are communicated to Human Resource Development Centre in the prescribed form AMI 4250/A.

Form No. AMI 4250/A

Bharat Heavy Electricals Limited
Unit: Jhansi
Human Resource Development Department

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Section</th>
<th>Year of Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Name of Employees</th>
<th>Clock No.</th>
<th>Level</th>
<th>Programme Topics</th>
<th>Programme Code</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

To,

Manager (HR)  Sign of HOD/DGM
The training needs identified by Head of Department of the various functional departments in the Jhansi unit serves as the basis for the formulation of the annual Training Plan. This plan is put forward for approval before the Unit Head essentially before the start of the next financial year. On obtaining approval, date wise programme list known as the in-plant training calender is prepared at the Human Resource Development Centre, BHEL Jhansi taking the following factors into consideration:

- Training needs obtained from various departments as per Form A4250.
- The Budgetary support available to Human Resource Development Centre.
- The are of focus area regarding training as indicated in the objectives of Human Resource Development.
- The availability of faculty for conducting training programmes.
- Feedback received from the participants of previous training programmes.

In case, if the Head of the Department at the Human Resource Development Centre expresses his inability to conduct a training programme for the satisfaction of a particular training need, the Head of the Department of the department which had identified the particular training need, if he considers it important, may request the Human Resource Development Department to depute its employee for out-plant training programme for the satisfaction of that particular need in India or abroad.

**Selection of Trainees for the Training Programmes**

A request is made to the Head of the Department of functional divisions to nominate employees for the training programmes. The
number of participants to be nominated is decided by the Human Resource Development Centre. This is ensured by circulating Form HRD002A along with the in-plant training calendar. The Head of the Departments nominate the participants for the training in Form HRD002A and send it back to the Human Resource Development Centre for further consideration.

Form HRD002A

BHARAT HEAVY ELECTRICALS LIMITED
UNIT: JHANSI
HUMAN RESOURCE DEVELOPMENT DEPTT.

NO:HRD IT:006
SUB: PROGRAMME ON........................................
FROM............................ to ......................................

DATED..............................

It is proposed to organise .......... day(s) Programme on........................for.............(level) from ............. to ............. at HRD Centre from .......... AM to .......... PM with the faculty assistance from ................................

The programme will aim at........................................

.................................................................

It is therefore requested to kindly nominate..........................nos. ................. from your department in the tear-off-slip as given below.

Nominations should reach the undersigned latest by....................

TO, SHRI.......................... HRD INCHARGE

.................................................................

TEAR OF SLIP

SUB: PROGRAMME ON........................................
FROM............................TO...................................

The following persons are nominated for the above programme.

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>NAME</th>
<th>DESIGNATION</th>
<th>DEPTT.</th>
<th>PHONE NO.</th>
</tr>
</thead>
</table>

INCHARGE (HRD)
HRDC BHEL JHANSI

Signature ..............
Name ..................
Design. ................
Deptt. ...............
Training of Employees in BHEL

For the satisfaction of identified training needs, training is provided to the employees of BHEL, Jhansi at Human Resource Development Centre on the unitary level. In case if the training need cannot be satisfied through conducting in-plant training programmes, the employees are deputed for training on out-plant training programmes in India or abroad. The procedure for training is outlined as under.

**Procedure for conducting in-plant training programmes at Human Resource Development Centre in BHEL, Jhansi.**

The in-plant programmes are conducted as per schedule set by Human Resource Development Centre based on the in-plant training calendar. The first step taken at the Human Resource Development Centre is to prepare a detailed proposal based on the annual plan for the number of programmes, level of participants, number of participants, faculty and financial expenditure and obtain its approval from the Head of the Unit.

Another important consideration for conducting in-plant training programmes is the issue of selection of trainer or faculty. Usually, at Human Resource Development Centre Jhansi, the trainers are selected from internal source i.e. the workers of the company and are paid honorarium for their services. However, in case if nature of training is such that it is considered suitable for a expert to administer training, the faculty is arranged for from a reputed external source.

The training programmes are usually conducted in the facility at the Human Resource Development Centre. However in case if the nature of training is technical or the method of administration is peculiar, the location of suitable venue is decided in consultation with the trainer.
As per schedule, the participants are informed about the date, time and place of the training programme. All the other related activities for conducting training programme such training aids, transportation facility etc. are organised at the Human Resource Development Centre.

During the period in which the training programme is conducted all the related activities such as record keeping of the participants, arranging and distributing training material etc. are all organised and controlled by executives from the Human Resource Development Centre.

Procedure for deputing employees for out-plant training programmes in BHEL, Jhansi.

The employees of BHEL Jhansi are deputed for attending training course, seminar, conference organised by Human Resource Development Institute, Noida or other units of BHEL or by other reputed educational institutions in India.

This is done on the basis of some special training needs identified by the departments. The departments after identifying the training needs submit the proposal to the Head of the Department at the Human Resource Development Centre giving details regarding the out-plant training programme. The proposal are processed for approval considering the utility of the programme, number of participants being nominated, availability of funds, number of training programmes the employee has attended during last three years etc. On obtaining approval from the Head of the Unit, Human Resource Development Centre forwards the nominations to concerned institutes and seek their confirmation for allotting the required number of seats for the employees of BHEL, Jhansi.

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After receiving confirmation from the concerned institute, Part II of Office Order will be issued by Human Resource Development Centre for deputation of individual employees. The copy of the part II Office Order, is send to the nominated employees through his Head of the Department. One copy of such order is also filed in the personnel file of the individual employee The Employees is paid travelling allowance and dearness allowance for attending the programmes or course as per rules. The training fees is directly sent by Human Resource Development Centre to the Institutes.

BHARAT HEAVY ELECTRICALS LIMITED
UNIT: JHANSI
HUMAN RESOURCE DEVELOPMENT DEPTT.
NO: HRD: OT: 93
DATED ......................

PART II OFFICE ORDER NO.

Shri ........................................ Designation ......................................
Clock No. .............................. is deputed to attend Programme on
........................................... organised by ......................................
from ................................ to ................................ at .................................

He will be eligible for TA/DA as per the rules and the settlement of TA/DA claims shall be routed through DGM (P&A). The programme is residential/non residential in nature.

Shri ................................................ is required to submit the enclosed feedback form/s to the undersigned after attending the programme. This order is issued with the approval of the competent authority.

INCHARGE (HRD)

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Procedure for deputing employees for out-plant training programmes abroad in BHEL, Jhansi.

The Human Resource Development Centre may depute employees of BHEL, Jhansi for training abroad against various collaborations, purchase contract, scholarships, presentation of papers, seminars, conferences etc. All the proposals for training abroad are received by Human Resource Development Department. The Department then prepares a note giving the details about the training programme.

The nature of programme, the objectives of the organising institutes, duration, financial commitments, the qualifying criteria etc. is submitted along with nominations for suitable employees for deputation before the competent authority in BHEL Jhansi which is the Head of the Unit.

On obtaining the approval at the unitary level, the bio-data of the nominated employee are forwarded to the Corporate Office for processing and obtaining Chief Managing Director's approval by the Human Resource Development Centre. After obtaining the Chief Managing Director's approval the employees are sent for training abroad.

Post Training Evaluation

The post training evaluation of the effectiveness of the training programmes is essential because it provides necessary feedback of the training programmes and helps to administer the training programmes more effectively in the future. Post training evaluation for both in-plant and out plant training programmes is carried out in BHEL. The responsibility of post training evaluation is also vested on Human Resource Development Centre in BHEL at the unitary level.
Post training evaluation of the effectiveness of the training programmes is done in the following two ways:

(i) By receiving feedback of the nominated participants regarding the effectiveness of the training programme.
(ii) By receiving feedback from the controlling officer regarding on the job performance of the trained employees.

**Post training evaluation in-plant training programmes**

At the end of each in-plant training programme of more than one day duration, a brief valediction session is conducted at the end of the training programme to get the views of the participants about the training programme. Feedback is either taken orally or in a written form. Feedback in written form is taken in performance evaluation form Number HRD020A. A summary of the feedback is prepared by Training Coordinator and is considered at the time of conducting future training programmes.

Whenever the training programmes is of longer duration, where the impact of training on individual’s on-the-job performance is more meaningful, the feedback from his controlling officer is taken to measure the effectiveness of such training on individual’s on-the-job performance. The evaluation is done in respect of the programme of two weeks or more duration where such impact can be seen. The feedback of the controlling officer is obtained in Form HRD021A after a period of three to six months from the date of completion of the programme.

**Post training evaluation out-plant training programmes**

After the completion of the out-plant training programme the nominated participants are requested to fill Form HRD020A for necessary feedback.
The process of obtaining feedback from the controlling officer is similar to that of in-plant training programmes. The feedback of the controlling officer is obtained in Form HRD021A after a period of three to six months from the date of completion of the programme.

**PROGRAMME EVALUATION FORM**

**FORM NO. HRD020A**

BHARAT HEAVY ELECTRICALS LIMITED

UNIT: JHANSI

HUMAN RESOURCE DEVELOPMENT DEPTT.

Name of Programme: .......................... Inplant

Organised by: .......................... Outplant

Dates: From ...................... to ......................

<table>
<thead>
<tr>
<th>..........................</th>
<th>Great Extent</th>
<th>Some Extent</th>
<th>Moderately</th>
<th>Little</th>
<th>Not at all</th>
</tr>
</thead>
</table>

1. To what extent do you feel that the programme is useful to do your present job better.

2. How far you are satisfied with respect of the following:-
   (a). Programme Design
   (b). Contents of the Programme
   (c). Presentation by the faculty
   (d). Administrative arrangements

3. How do you feel about the duration of the programme.
   Too Long
   Adequate
   Too Short

4. Would you like to recommend the same programme for your
   Seniors
   Colleagues
   Subordinates

5. What is your overall assessment of the programme
   Excellent
   V.Good
   Good
   Fair
   Poor

6. Any other comments or suggestions

..........................
With a view to evaluate the impact of training on the participants whose details are furnished below you are requested to send us your feedback in part ‘B’ and return the same to HRD centre latest by

Part ‘A’ (To be filled by participant)

Name of the employee: Designation:

Clock No.: Department:

Name of training undergone:

Date: From to

Topics covered in the training:
(a) (e) (b) (f) (c) (g) (d) (h)

Date: Signature of Incharge HRD

Part ‘B’ (To be filled by the Controlling Officer)

I have observed the performance and behaviour of the participant during the last......... months after the training and the change is indicated in the table below using the rating scale.

Rating Scale
1 = Low 3 = High
2 = Moderate 4 = Very High
Training Gap Analysis

The purpose of training gap analysis in BHEL Jhansi is to find out the Gap that exists between the training programmes planned and training programmes conducted during the financial year. The Head of the Department at the Human Resource Development Centre is responsible for conducting this exercise on a yearly basis. This is accomplished by comparing the training programmes conducted throughout a financial year with the training programmes planned for the financial year on the basis of training calendar.

The Gaps detected and the reason for the same is also found out. The Gaps are removed by incorporating the leftover training programmes in the next year’s training calendar.

In order to find out the perception of the employees regarding training and development in BHEL Jhansi, the researcher conducted survey on the basis of questionnaire (Annexure ‘A’). The following are the results obtained on the basis of the survey:
• The awareness level of the training need identification being conducted by the Human resource development centre at BHEL, Jhansi was high. All the respondents were aware of this process.

• The opinion of the employees at BHEL, Jhansi regarding the importance of training need identification was affirmative. As many as 68% of the respondents considered training need identification as very important, 28% considered it important and 4% considered it important to some extent.

• The views regarding the procedure adopted for training need identification by human resource development centre at BHEL, Jhansi were that 71% of the respondents considered it as well laid down whereas 29% consider it as partially well laid down.

• The awareness level of the employees of BHEL, Jhansi regarding the authority who is responsible for training needs identification and selection of employees for training was also ascertained. In this regard only 64% of the respondents were aware that the Head of the Department in each functional area is responsible for identifying training needs in the department and selecting employees for training.

• The perception of the employees regarding weather the training needs identification is done in consultation with people as various levels in the department were ascertained. As many as 43% of the respondents were of the view that people at various levels are consulted up to some extent where as 36% of the respondents were of the view that no consultation is carried out with people at various levels only 21% of the respondents were of the view that training need identification is done in consultation with people at various levels in the organisation.
The view regarding how the procedure of training need identification can be improved was ascertained. As many as 82% of the participants were of the view that the procedure can be improved by making it more participative where as 8% considered that the procedure can be improved by making it more authoritative. Only 10% felt that no change is required.

The views regarding weather the selection of trainees is done after consultation with people at various levels in a department was ascertained. As many as 52% of the respondents were of the view that people at various levels are not consulted while selecting trainees, however only 45% felt that consultation is done to a some extent only whereas only 3% felt that selection of the trainees is done after consultation with people at various levels in the organisation.

The view regarding how the procedure of selection of trainees can be improved was ascertained. As many as 59% of the participants were of the view that the procedure can be improved by making it more participative where as 16% considered that the procedure can be improved by making it more authoritative. Only 25% felt that no change is required.

It was found that lectures, role playing, business games, job rotation, conference, case discussion were the few training methods which were being used to impart training in BHEL, Jhansi. Other commonly used training methods such as in-basket games, programmed instructions, incident method, personal conference, sensitivity training, transactional analysis etc. were not used while imparting training.

It was found that pre-training counselling is not being administered in BHEL, Jhansi. However, the view on contribution of pre-training counselling to the training process was positive. As many as 69% of the respondents were of the view that pre-training counselling made much positive impact on the training process, 21% of the respondents were
of the view that pre-training counselling can make a positive impact to some extent only while 10% felt that pre-training counselling made very significant positive contribution to the training process.

- The view of employees regarding how training is conducted by human resource development centre in BHEL, Jhansi was ascertained. As many as 36% of respondents were fully satisfied and 57% were satisfied regarding the identification and selection of the venues for the imparting training by human resource development centre at BHEL, Jhansi. Only 7% felt that they were satisfied to an extent regarding the identification and selection of venues.

- On the question to weather training aids were being used by human resource development centre, Jhansi or not, as many as 55% of the responded reported that the training aids were being used frequently used where as 40% felt that training aids were used occasionally and 5% felt that training aids were rarely used at human resource development centre at BHEL, Jhansi.

- The opinion of employee's of BHEL, Jhansi, regarding the necessity of post training evaluation, is positive. The view regarding the procedure adopted for post training evaluation by human resource centre at BHEL, Jhansi is that 57% of the respondents view it as good whereas 10% view it as excellent whereas 33% view it satisfactory to some extent.

- The overall view of employees at BHEL regarding the administration of training and development function by human resource development centre was satisfactory.