CHAPTER - I

INTRODUCTION

The efficiency of an organization depends directly on the capability and talent of its personnel, and how motivated they are. Capability of a person depends on his ability to work and the type of training he receives. While his personal capability is evaluated through proper selection procedure, his training is taken care of by the organization. In Indian organizations, training and development activities have assumed high importance in recent years because of their contributions to the achievement of organizational objectives.¹

Training means equipping employees to perform in their present or future jobs so as to increase the efficiency of the organization and their own job satisfaction. Training is a line management responsibility from the top executive to the first line supervisor. Those are responsible for the successful accomplishment of the work and also for maintaining the effectiveness of the employees undertaking that work.¹ Development means the individual development, management development and organizational development through the successful training programmes.
There are three terms which are used in the context of learning: training, development and education. All these terms can be used along a continuum with training at one end, education on another and development falling in between.

The term ‘training’ is concerned with imparting specific skills for a particular purpose. For example, Flippo has defined training as “the act of increasing the knowledge and skills of an employee for doing a particular job.”

The term development refers broadly to the nature and direction of change induced in employees through the process of training and education. Training defined as “Management development is all those activities and programmes when recognized and controlled, have substantial influence in changing the capacity of the individual to perform his assignment better and on so doing are likely to increase his potential for future management assignment”.

The term ‘education’ is used in broader sense involving the development of an individual socially, intellectually, and physically.
MEANING

Training means to impart information or skill through instruction or drill. Training is the application of knowledge with a specific end in view. Through it, trainees are given an awareness of what rules and procedures they have to follow to perform their operations. Training refers to the methods used to give new or present employees, the skills they need to perform their jobs. Training is a hallmark of good management.

Development is an evaluation of the training programmes, i.e. how they get individual development and organizational development for the successful of the organization.

DEFINITION
Pfiffner (1994) stated that an organization’s successful is achieved through employees. Hence skills, knowledge and performance of employees are crucial, holding the key to success in present competitive global economy.\textsuperscript{vi}

Organizational training and development does not come at free of cost organization keep aside fixed percentage of profit for training and development for their employees. Through the percentages of spending towards organizational training vary from organization to organization. Hence validation (the assessment of whether the training has achieved its intended objectives) and evaluation (the measurement of overall impact of the training programme) of organizational training have gained paramount importance in recent years.\textsuperscript{vii}

Gold Stein and Ford (2002) described training as a systematic acquisition of rules, concepts, skills and attitudes that resulting developed performance of the employee in another environment.\textsuperscript{viii}

According to Morsel when employees learned but not used the learning in work. So he recommended three conditions essential for effective transfer of training in work life as mentioned below.
1. Contents of the training to be useful.

2. Employees had to learn the content.

3. The motivation of the employees to change the behaviour. So that employees could apply the learned skills and knowledge for their development.

The goal of training is to enhance the knowledge, skills and abilities of an employee in the work. Training followed by practices in regular interval makes the knowledge structure and development.

Training is imparted to employee to bridge the gap between learning outcome and performance outcome of the employees. It is also created responsibility among the employees.

DIFFERENCES BETWEEN TRAINING AND DEVELOPMENT

Training is about acquiring new skills through classroom learning or on the job learning. Development includes learning experiencing and practicing the knowledge skills and attitudes, which improves the overall personality of the individual. Training has a short-term and narrow focus of skills acquisition but development has a long-term and broader perspective of integrated development of individuals. The developmental
interventions may include, counseling, mentoring, feedback, spiritual activities, community services, or learning through actual performance of the work etc., Training is led by an instructor but development may not. Training is for acquiring or sharpening the knowledge, skill or attitude but development takes the route of discovery or exploration of the potential through awareness, practice and modification.

Through this training and development the individuals are helped to acquire or sharpen the required competencies to perform their present and future role effectively; develop the general capabilities to discover and exploit their potential for their own and organizational development and develop an organizational culture that encourage teamwork, mutual trust and freedom to express ones opinions and feelings. So as to contribute to the professional well being of employees and the organization. Similarly there is confusion about the terms “training and learning”. Any instructor led learning activity like classroom training and job instruction training can be termed as training. Training is just one method of learning since it can occure through several other methods like self study, feedback, insight and experiment.

People are most important and valuable resources in every organization or institution has in the form of its employees. Dynamic people can build dynamic organization. Organizations are becoming increasingly aware of the importance of human resources. This awareness is generated by realization of the fact that people sub-system is a critical dimension in organizational effectiveness.
HRD means enhancing the capabilities of human beings by allowing them to undergo learning experiences. Thus HRD programmes are learning situations that result in enhanced capabilities for people who undergo them. They include instructor-led activities like lectures, self facilitated schemes like e-learning and the learning accrued by working on the job.

Training is the act of increasing the knowledge & skill of an employee for doing a particular job. It is concerned with imparting specific skills for particular purposes. On the other hand education is a broader term concerned with increasing the general knowledge and understanding of the employee’s total environment.

Training is also different from development in following ways.

- Training carries a narrow implication of imparting to an individual some specific skills only. In contrast, development emphasizes on development of Total Personality of an individual.

- Training is mostly a preparation to meet an individual’s present need. Development is a preparation to meet his future needs.
The training and development exists on two counts. Contents and the level of employees for which these are directed. In earlier practice, training programmes focused more on preparation for improved performance in a particular job. Most of the trainees used to be from operative levels like mechanics, machine operators, and other kinds of skilled workers. When the problems of supervision increased, the steps were taken to train supervisors for better supervision; however, the emphasis was more on mechanical aspects. Gradually, the problems increased in other areas like human relations besides the technical aspects of the job.

Similar problems were experienced in management group also, that is how managers can change their approach and attitudes in order to face the new challenges faced by them.

This required the total change in utilizing the training limits to operative level to supervisory and management groups. Managers should be trained and developed to handle a variety of jobs. Thus the old concept of training does not suit the development of managerial personnel.

**THE TRAINING-DEVELOPMENT CONTINUUM**
For the very reason that the managers need to be trained and developed to handle a variety of jobs. The old concept of training is inadequate when it comes to training and development of managerial personnel.

Training and development of various levels of people in the organization, training-development continuum can be presented as:

![The Training – Development Continuum Diagram](image)
Training – development continuum has manual training at one end and philosophy at the other end. The extreme left end denoted the manual training which is given to operatives for performing specific jobs. Much of this training is job-oriented other than career-oriented.

As we examine successively higher strata in the hierarchy of an organization, we find the emphasis shifting to other points of the continuum. Managerial personnel have greater need for conceptual and human relations skills as compared to job-related skills. Therefore, their need for training does not remain confined to the development of skills and competence for future managerial jobs besides performing their present jobs more efficiently.xiv

ROLE, NEED AND IMPORTANCE OF TRAINING AND DEVELOPMENT

Training imparts skills and knowledge to employees in order that they contribute to the organization’s efficiency and be able to cope with the pressures of a constantly changing environment. The viability of an organization depends, to a considerable extent on the skills of different employees, especially that of its managerial cadre, to align the organization successfully within its environment.
Researcher’s identified three factors which necessitate continuous training in an organization. These factors are technological advances, organizational complexity, and human relations. All these factors are related to each other. For example, technological advances tend to increase the size of an organization, which increase its complexity. Similarly, increasing organizational complexity and technological advances also create human problems. Thus, training can play the following roles in an organization.

1. **Increase in Efficiency:** Training plays active role in increasing efficiency of employees in an organization. Training increases skills for doing a job in better way. Though an employee can learn many things while he put on a job, he can do much better if he learns how to do the job. This becomes more important especially in the context of changing technology because the old method of working may no longer be relevant. In such a case, training is required even to maintain minimum level of output. For different from those required to andle a manually operated machine, raw hands cannot handle such a sophisticated machine. Similar changes are also taking place in managerial jobs.

2. **Increase in Morale of Employees:** Training increases morale of employees. Morale is a mental condition of an individual or group which determines the willingness to cooperate. High morale is evidenced by employee enthusiasm,
voluntary conformation with regulations, and willingness to cooperate with others to achieve organizational objectives. Training increases employee’s morale by relating their skills with their job requirements. Trained employees can see the jobs in a more meaningful way because they are able to apply newly acquired or enhanced skills to their jobs.

3. **Better Human Relations:** Training attempts to increase the quality of human relations in an organization. Growing complexities of organizations has led to various human problems like alienation, inter-personal and inter group problems. Many of these problems can be overcome by suitable human relations training. Many techniques have been developed through which people can be trained and developed to tackle many problems of social and psychological nature.

4. **Reduced Supervision:** Trained employees require less supervision. They require more autonomy and freedom. Such autonomy and freedom can be given if the employees are trained properly to handle their jobs without the help of supervision. With reduced supervision, a manager can increase his span of management. This may result into lesser number of intermediate levels in the organization which can save much cost to the organization.

5. **Increase Organizational Viability and Flexibility:** Trained people are necessary to maintain organizational viability and flexibility. Viability relates to survival of
the organization during bad days, and making short-term adjustment with the existing personnel. Such adjustment is possible if the organization has trained people who can occupy the positions vacated by key personnel. The organization which does not prepare a second line of personnel who can ultimately take the charge of key personnel may not be quite successful in the absence of such key personnel for whatever the reason; in fact, there is no greater organizational asset than trained and motivated personnel, because these people can turn the other assets into productive whole.

6. **Introduction of New Strategies and Working Methods in the Organization:** In this world of intense competition, an organization, whether engaged in business activities or in social development is constantly striving to gain a competitive advantage over other contenders. It explores ways and means to increase its productivity, level of proficiency of the staff, or its ability to provide more efficient and cost-effective services to its client groups. For achieving this, the organization may, at any given point in time introduce new working methods, procedures or practices. Training needs can also emanate from an organization’s future plans or a shift in its priorities. Changes in criteria and standards of performance can also create a need for training. When the exercise to orient the staff with these changes involves a number of staff members, training could be an expeditious and cost-effective option. The training may be organized either through in-house facilities or a training agency may be commissioned for the job.
7. **Advancement in Technology:** In view of innovations and changes in technology, related to its methods of production, a business organization may consider it imperative to update the skills of its staff. New machinery is installed or new plants are commissioned but for producing new products or providing new services, the staff needs to be trained to operate the new equipment. It is also possible that someone in the organization has found an innovative and cost effective way of handling certain operations and the management wants this to be adopted by others as well. Training can help achieve this objective.

8. **Organizational Policy:** Some organizations have a policy sending their staff for training on a regular basis. For instance, in India, defense forces and some financial institutions send their staff for training programmes as part of regular update, regardless of whether a training need exists or not. Some major private and public sector organizations also follow a similar practice. In most cases, the objective is to keep its staff abreast with the latest working methods, innovations and management practices. This could either be a response to competition or a strategy to keep the staff an opportunity to reflect on their performance, share their experiences with persons from similar backgrounds, prepare themselves for facing new challenges in the jobs, and reaffirm their commitment to their job and the organization. It provides them with a stimulating and invigorating experience. Unfortunately, though, for some organizations, training is merely an image-building exercise.
Development a long time perspective which includes learning, experiencing and practicing the knowledge, skills and attitudes which improves overall personality.

CONCEPT OF TRAINING

Training is an adjunct of the management process. Under the umbrella of training, several useful functions of management can be performed. Training reduces the need for constant and close supervision; thus it helps in management by exception. A manager can delegate authority and responsibility to his subordinates, who will not be reluctant to accept new assignments if they have been given proper training. In addition, management can get better results, and can put its plans into action surely with the help of trained workforce. Management can also increase the morals of the employees and motivate them to work for the achievement of organizational goals by installing a suitable system of training.

Training can also offer the management an assessment of those within its labour force who might be well suited for new jobs and responsibilities. If the training has a sufficient degree of openness, it will allow to disclose skills and abilities among the persons which might otherwise go unnoticed. A competent trainer can judiciously make appraisal of
employees which will be useful for the management. Management can use such information in placing the employees correctly and in developing the talents of the promising employees for future use.

An important task before the management is to improve the overall competence of the organization. The knowledge and skills acquired by individuals may be of great help in this regard. Training experiences which focus upon interaction, problem-solving and information sharing can be one means of expeditiously pooling knowledge. As a matter of fact, those experiences and insights become the common property of the group which received training. The term ‘training’ denotes a systematic procedure for transferring technical know-how to the employees so as to increase their knowledge and skills for doing particular jobs. “Training is the act of increasing the knowledge and skills of an employee for doing a particular job. It involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behaviour of those trained and to enable them to do their jobs better.

Training makes newly appointed workers fully productive in the minimum of time. Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing the things. Infect, training is a continuous process. It does not stop anywhere. The managers are continuously engaged in training their subordinates. They should ensure that any training programme should attempt to bring about positive changes in the
CONCEPT OF DEVELOPMENT

Riggs defined development as ‘a process of increasing autonomy (discretion) of social systems, made possible by raising level of diffraction’ ‘Discretion’, he observes, is the ‘ability to choose among alternatives’ while diffraction refers to the degree of
differentiation and integration in a social system. Economically development is increasing ability to make and carry out collective decisions affecting the environment.

Riggs considered differentiation and integration as the two key elements in the process of development. Differentiation means existence of a situation in which every function has a corresponding specialized structure for its performance. Integration means a mechanism to tie together, to link up, to mesh, to co-ordinate the various kinds of specialized roles. The levels of differentiation and integration represent diffracted and prismatic conditions of development. If the society is highly differentiated and poorly integrated, it is prismatic. Diffraction leads to development, and the higher level of differentiation and integration, the greater level of development, and the lower their level, lesser the development. In the same way the level of malarrangement between differentiation and integration results in the different levels of prismatic conditions. Riggs explained the differentiation and integration results in the different levels of prismatic conditions. Riggs explained the differentiation and integration correlations and resultant diffracted and prismatic conditions are explained.

Riggs drew two lines of co-ordination and each between the changing levels of differentiation and integration. He pointed out a diagonal between the two representing the ideal level of integration required to handle the complexities involved in co-ordinating differentiated
roles while providing sufficient autonomy for each role to be carried successfully and its distinctive functions.

Riggs also hypothetically presented imaginary societies which are becoming more and more differentiated without successful mastering the problems posed by these changes through its integrative mechanisms. The fact of having variety of differentiated roles can lead to greater confusion and chaos - unless the specialized roles are carefully co-ordinated with each other.

There must be a mechanism to tie together different kinds of specialized roles. Integration, thus, becomes a highly essential part of the whole scheme. "Surely", Riggs observes, “it is much easier to train people to perform the specialized roles of modern government that it is to integrate these roles, to link them up together”. Development would be possible only when the roles are carefully integrated.

Riggs further explained his concept of development by analyzing the factors affecting differentiation and integration. Fig 1.3 facilitates a better understanding of his concept of development.

The level of differentiation in any country depends upon the technological and non-technological factors. The more the development of technology, the higher the
level of differentiation. the integration depends on the important factors: i) penetration, and ii) participation. Penetration is the ability of a government to make and carry out decisions throughout the country. Participation is the receptivity to law and the willingness to help carry out the laws and the policies which government has formulated. Participation, thus has two important elements

1) Willingness of the people to participate, and
2) Ability of the people to participate.

The more the willingness and ability to participate on the people, the higher the level of participation in the governmental affairs. Thus the penetration and participation facilitate the integration of differentiated structures resulting in development.

In an organization, management tries to co-ordinate various factors of production is such a way that each factor contributes to its maximum efficiency to achieve organizational goals. So far as non-human factors, i.e. materials, machines, etc., are concerned, their efficiency depends largely upon the type of technology being followed by the performance level of human factors who handle and control these non-human factors. Thus, to make total factors efficient and effective, one has to improve the performance level of human beings in the organization.
RIGGSIAN CONCEPT OF DEVELOPMENT

Technical

Non-Technical

Ability to Participate

Administrative behaviour

Administrative Structure

Differentiation

Participation

Integration

Penetration

Administrative Development

Diffraction

Development
The efficiency of an organization depends directly on how capable its personnel are and how they are motivated to work. Capability of a person depends on his ability to work and the type of training he receives. While his personal capability is evaluated through proper selection procedure, his training is taken care of by the organization after he has been employed by the organization. Since training inputs may vary from on-the-job experience to off-the-job training, most of the organization undertakes some kind of training for their employees.

Organization development is a systematic approach to launching and diffusing change in organizations. It is used as long-term approach to organizational change as compared to a short term. In organizational change process, a basic problem involved is the changing of the attitudes and values of people in such a way that under changed conditions, they are more effective and do not resort to old working habits. This requires an integrated effort of changing role of an individual, his approach and attitudes, is values along with his methods of working. This cannot be achieved unless the individual is developed and changed appropriately.

Thus organization development can be achieved only through proper training and motivation of the employees.
ORGANISATION DEVELOPMENT MODEL

HUMAN RESOURCE DEVELOPMENT

TRAINING

- KNOWLEDGE SKILLS
  - Willingness to Participate

DEVELOPMENT

- DIFFERENTIATION
- INTEGRATION
The theoretical framework reveals that organizational development can be achieved only through increasing the efficiency of the employees by more training, more motivation and more development.

TRAINING AS AN AID TO EMPLOYEE DEVELOPMENT

Employee development is a loose term. Even between two employees holding similar jobs, it is difficult to say which of them is more developed than the other, because the extent of employee development cannot be precisely assessed. Moreover, employee development is a continuous process. It is rare to find someone
who has successfully acquired all the knowledge and skills relevant to his job. While at given point of time, an employee may appear to have reached a stage beyond which he may not grow, but he cannot be said to have attained complete development.

The concept of employee development can be better understood if it is viewed in the context of each individual employee. A developed employee may be defined as one whose capabilities are being utilized to the fullest extent. Thus, development and progress of an employee is directly related to utilization of his capabilities.

The factors which make for an employee’s progress and development are as follows: First of all, is the need to have a high degree of intelligence. His intelligence may be measured on the basis of his performance in his school, college or university.

If the institutions attended by him are known for high standards of excellence, his certificates and degrees may be relied upon. Where it is not so, he may be given some assignment to see how well he is able to do it.
Secondly, he should have capacity to learn and apply what he has learnt. This means that he must know theoretical details of his work as also how to apply them in practice.

Here, it may be said that while it is easy to learn the principles mastery in their application. It is in this respect that training becomes important. Through training, an employee is enabled to achieve proficiency in his work. Provision of adequate and right kind of training facilities is therefore essential.

Thirdly, he should be given a chance to practice his abilities and skills. This means he should be placed in a position where his abilities and skills are utilized to the maximum extent possible.
NEED ASSESSMENT

Training is for improvement; needs identification will help to identify the necessity and suitability issues for proper planning and implementation. Needs assessment means the identification and prioritization of training requirements. The timely and precise identification of training needs starts with the determination of knowledge, and skill essential for maximum effectiveness in an organization’s position. Need analysis is the first step in the training process to determine who requires training, what kind of
training is required and why a particular training is required. Needs assessment is a process by which an organization’s human resource needs are identified and articulated. It is the starting point of the Human Resource Development and training process.

A needs assessment can identify the organization’s goals and its effectiveness in reaching these goals; discrepancies between current skills and the skills required for effective current job performance; discrepancies between current skills and the skills needed to perform the job successfully in the future and the conditions under which the Human Resource Development activity will occur.

Training in man organizations is not seen as an activity capable of adding value to business; training is seen as an easy option for cost reduction.

Thus, training managers have a responsibility to ensure the need to develop skills, and the benefits of doing so, are properly identified and demonstrated. Continued long-term investment in training and development can only be secured if such activity is seen to add value to the business.
The key elements of an effective Training need assessment include professional trainers doing the analysis using credible data.

By following a structured methodology, linking training needs with business objectives, justifying cost to the likely benefits, gaining the commitment of the top management, involving employees and their supervisors and communicating effectively with all those involved.
TRAINING NEEDS OF ORDINARY WORKERS

In the case of ordinary workers whose jobs do not call for any particular administrative or supervisory skills, the following types of training should serve the purpose:

i) Orientation or induction training

ii) Job training

iii) Training in safety devices.

iv) Sales, service or other special purpose training.

The purpose of the training in this case is to ensure that workers are properly oriented to their enterprise and are taught the best methods of doing the jobs assigned to them. Also, they are made aware of safety standards and given diversified training in various jobs, such that they are properly developed for promotion to higher positions.

TRAINING NEEDS OF SUPERVISORY STAFF
For the supervisory staff consisting of foremen, supervisors, etc., the following types of training may be recommended:

(a) Orientation or induction training
(b) Job training
(c) Training in safety devices
(d) Personnel management training

The object of the training in this case is to train and develop supervisors and foremen so as to enable them to discharge their functions more efficiently and effectively. As for their functions, these may relate to preparation of budgets, routing and scheduling of production, sales and service management, purchasing, record keeping, and financial reporting. In the field of personnel management, these may consist of recruiting, selecting, training, and motivating subordinates. Supervisors or foremen have to look after provision of necessary materials, machines and equipment, preparation of progress reports, labour relations, and so on. Training programmes for supervisors have, therefore, to be drawn up according to their job requirements.\textsuperscript{xx}

**TRAINING NEEDS OF MIDDLE-LEVEL MANAGERS**

For middle level management executives, there is not much for on-the-job training. Apparently, they may have already had enough of it. For example, they must already be well trained in the techniques of planning, organizing, directing, coordinating and controlling the work of their subordinates. In their role as middle management executives, what needs to be taught is theoretical and not much
practical skills of management. This is because their job would mainly consist of dealing with managers themselves, and not with any workers who actually perform the work.

**PLANS**

Plans are formulated by the management in accordance to the needs of the above said workers through following types of training.

**LINKAGE OF TRAINING WITH ORGANISATIONAL GOAL**

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Organizational goal

Identify Training Needs

Decide Type of Training

On-The-Job

Off-The-Job

Follow-up

Develop Training Objectives

Design Training Curriculum
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KINDS OF TRAINING PROGRAMMES

Broadly training programmes may be classified as follows:

I. **Internal training or on-the-job programmes**

1. Orientation or induction training.
2. Apprenticeship training.
3. Promotion and transfers.
4. Refresher training or retraining.
5. Vestibule training.
7. Committee or board membership.

II. External training or off-the-job programmes

1. Lectures, Conferences, etc.
2. Case studies
3. Role playing.
5. Brainstorming.
7. Traditional analysis.

Internal training or on-the-job programmes

Orientation Training

Orientation or induction training tries to put the new recruits at ease. Each new employee is usually taken on a formal tour of the facilities, introduced to key personnel and informed about company policies, procedures and benefits.
To be effective, orientation training should be well planned and conducted within the first week of employment. Such a pre-job training helps the recruit to familiarize himself with the job and its settings.

**Apprenticeship training**

Commonly found in industries such as carpentry and plumbing, apprentices are trainees here who spend a prescribed period of time working with an experienced, master worker.

**Promotion and transfer**
The existing talented employees may be given adequate training to make them eligible for promotion to higher jobs in the organization. Promotion of an employee needs a significant change in his responsibilities and duties. Therefore, it is essential that he is provided sufficient training to learn new skills to perform his new duties efficiently. The purpose of training for promotion is to develop the existing employees to make them fit for undertaking higher job responsibilities. This serves as a motivating force to the employees.

**Refresher training or retraining**

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

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

**Job rotation**

This kind of training involves the movement of trainee from one job to another. This helps him to have a general understanding of how the organization functions. Apart from releasing boredom, job rotation allows workers to build rapport with a wide range of individuals within the organization, facilitating future cooperation among departments. The cross-trained personnel offer a great amount of flexibility for organizations when transfers, promotions or replacements become inevitable.

**Committee or board membership**

In this method, trainees are asked to solve an actual organizational problem. He trainees have to work together and offer solution to the problem, this method of training helps them develop team spirit and work together and offer solution to the problem.
This method of training helps them develop team spirit and work united toward common goals.

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

**External training or off-the-job programmes**

**Lectures, Conferences, etc.**

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

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

**Case studies**

As most everyone knows, the case study method presents a trainee with a written description of an organizational problem. The person then analyses the case, diagnoses the problem, and presents his or her findings and solutions in a discussion with other trainees.
**Role playing**

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

**Management games**

With computerized management games, trainees are divided into five – or six person groups, each of which competes with the others in simulated marketplace. Each group typically must decide, for example, 1) How much to spend on advertising, 2) how much to produce, 3) how much inventory to maintain and, 4) how many of which product to produce. Usually, the game itself compresses a two- or three year period into days, weeks, or months. As in the real world, each company team usually can’t see what decisions (such as to boost advertising) the other firms have made, although these decisions do affect their own sales.
**Brainstorming**

It is a technique to stimulate for idea generation. Originally applied by Osborn in 1938 in an American company, the technique is now widely used by many companies, educational institutions, and other organizations for building ideas. Osborn has defined brainstorming simply as ‘using the brain to storm the problem.’ Webster Dictionary defines brainstorming as “a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously contributed by its members”.

**Sensitivity training**

Probably no other training technique has attracted so much attention or controversy in recent years as sensitivity training. Many of its advocates have an almost religious zeal in their enchantment with training experience. Some of its critics match this fervour in their attacks on the technique. In part as a result of criticisms and experience, a somewhat revised approach, often described as team development training, has appeared.
Transactional analysis

Transactional Analysis (TA) is used to develop better interpersonal interactions among individuals. It involves understanding of personality factors of individuals and their ego with which they interact. In order to offer training in Transactional Analysis, various associations have been established.

CURRENT TREND

Considering the present practices in the corporate sector, we may say that the term ‘training’ is being used for all types of development programmes, since development programmes have not remained confined to Management Development only. Companies are organizing development programmes for not only white-collar employees but also for blue-collar employees like shop-floor operator, clerical and support staff and even for unskilled workers.
In addition to technical training with regard to their jobs and machines, developmental programmes are being conducted in attitudinal, behavioural and self-development areas for the white-collar employees. The belief in organizing development programmes for workers has taken root after the growing realization by corporates that about 80% of the people are workers, and they can, make or break the organization. Hence, most of the forward looking organizations have focused on developmental programmes, using the term “training” to also signify development programmes.

REVIEW OF LITERATURE

Training and Development are important tools in the hands of superiors to enhance the performance of their subordinates it is the systematic procedure to increase the knowledge and skill of personnel in doing their jobs and initiate to accomplish organizational goals. The present study is concerned with the Training and Development of Employees in Roots Industries India Ltd.,

In this field a lot of researches are conducted by many scholars in various disciplines. So the main focus of the study is concerned with the training and
development of employees Roots India Ltd. Here the researcher has come across number of books, journal and magazines for this study.

Balu V. in his study Human Resources Management has says that training is equally necessary for the old employees whenever the new machines and equipments are introduced, and there is a change in the techniques of doing the things. Thus training is a continuous process. He further signifies the training and development of employees has paved way for both employees and organizational development.xxxv

Funningan J. in his work Industrial Training and Management views about that training may be distinguished from education too. Education maybe defined as a process by means of which knowledge, learning, understanding, physical capacity and mental outlook of the employees are improved so has to bring about that better adjustment with the working environment. Training can also offer the management an assessment of those within its labour force who might be well suited for new jobs and responsibilities.xxxv

Campbell J.P. in his research study, Personnel Training and Development; he gives an opinion that training reduces the need for constant and close super vision and thus it helps in management by exception. In addition management can get better results.xxvi
Chhabra T.N. opines in his work *Principles and Practices of Management*, a systematic training programme helps to reduce the acceptable level of performance. The employees need not learn by trial and error or by observing others and waste time in the formal training programme exists in the organization.\textsuperscript{xvi}

Bolar, Malti views in his book *performance appraisal*, that training can test the extent to which the employees understand the concerns and intentions of management. Further a trained employee shows better productivity and higher quality than an untrained employee. Training increases a skill of the employee in the performance of a particular task.\textsuperscript{xxviii}

French W.L. says in his work, *Personnel Management and organizational Development* that development with the help of training the best available methods of performing the work can be standardized and made available to all the employees. Standardization makes high levels of performance rather than the exception.\textsuperscript{xxix}

Giri. V. V. says in his work *Labour problems in Indian Industry* that it is necessary that the training programme or policy should be prepared with great thought and case, as it should serve the purpose of the establishment as well as need of employees and sufficient care has to be taken to discover areas in which training is needed most and to create the necessary environment for its conduct.\textsuperscript{xxx}
Rudrabasavaraj. M.N. in his research study, *Dynamics of Personnel Administration*, that an organization needs trained and meritorious employees. In that study he took 121 leading organizations in private sectors and reported that in many organizations training is regarded as non-essential or peripheral activity rather then a central one. It is more decorative then functional. Some organization starts training and development department the low status accorded to this activity is also revealed from the fact that the training and development of several organizations are headed by inconvenient or unwanted employees rather than employees are standing merit.\(^{xxx}\)

Kapoor. T.N. defines in his work *Personnel Management and Industrial Relations in India*, that training helps in reducing absenteeism, labour turnover and grievances among the employees. This increases the moral of the workers and considerably reduces accidents in the organization it creates a change in the behaviour of the employees. \(^{xxi}\)

Prasad L. says in his work *Personnel Management and Industrial Relations in Public Sector* an endless chain of positive reactions results from training such as higher productivity, better quality, efficient use of resources, more financial incentives stress on promotion, less conflicts and it reduces the need for detailed and constant supervision. \(^{xxxiii}\)
Udai Pareek and T.V. Rao in their study *Designing and Managing Human Resource Systems*, in their book training for organizational transformation reported that training can significantly enhance the capability of the organization to deal with ever changing demand of competitions, globalization and technology provides the training policy directing and programme link training with the corporate plans and activity.

Alexander K.C. gives in his work *Participative Management – The Indian Experience*, that with the help of training the best available methods of performing the work can be standardized and made available to all employees. Standardisation will make high levels of performance rule rather than the exception. Further trained workers are less prone to accidents as they know how to use risky machines and materials. They also know the use of various safety devices.

Robert M.G., in his study *Industrial Morale: The Problem Of Terminology*, reinvents Training and Development activities and says that it assumed high importance in recent years because of their contributions to the achievement of organizational objectives. Moreover trained people adjust with organizational changes and adapt higher responsibilities.

Pankaj J., in his work *Readings In Personnel Management* signifies that an effective training programme should be flexible it should make due allowance for the differences among the individuals in regard to ability, attitude, learning capacity, emotional
makeup and it should be supported by a system of critical appraisal of the outcome of the training efforts.\textsuperscript{xxxvi}

Peterson S.H., specifies in his work \textit{Social Aspects of Industry} that the length of the training period depends upon the skills to be acquired, the trainees learning capacity and the training methods to be used. For instance, a simple indoctrination programme may require an hour a day over a period of one week, while a course in computer programming may be given 2 hours a week for 15 weeks. The use of effective and visual material usually helps to reduce the training time. To maintain interest and secure maximum accomplishment no single session should no longer than two hours.\textsuperscript{xxxviii}

Armstrong. M, defines in his work \textit{Principles and Practice of Personnel Management} the training imparts the ability to detect and correct error, further more it provides skills and abilities that may be called on to the future to satisfy organizations human resources needs.\textsuperscript{xxxix}

Miner. J.P. determines in his study \textit{Personnel Psychology} that a good training programme should prepare trainees mentally before they are imparted any job knowledge or skill. An effective training programme should be conducted by well qualified and experienced trainers.\textsuperscript{xl}
Punekar S.D. describes in his work *Labour Welfare Trade Unionism and Industrial relations* that trainer selected for imparting training should undergo special training for the purpose. A well qualified trainer is one who not only has the mastery of technical details of the particular job. But knows how to train i.e. to teach.

Suri G.K. discusses in this research work; *Wage Incentives: Theory and Practice* that a comprehensive appraisal of training would provide useful information about the effectiveness of training as well as about the design of future training programmes it will enable the organization to monitor the training programmes and also to modify its future programmes of training.

Mathur J.S. and Mittal S.K. signifies in his book *Personnel Management*, that an effective training programme should have the top management support. The top management can greatly influence the quality of training in the organization by the policies it adopts and the extent to which it supports the training programme.

Pylee M.V. defines in his book *Workers Participation in Management: Myth and Reality*, that training attempts to increase the quality of human relations in an organization. Many problems can be overcome by suitable human relations training.
Reynolds L.G., discusses in his research study *Labour Economics and Labour Relations*, that the training is a planned programme designed to improve preference and bring about measurable changes in knowledge, skills, attitude and social behaviour of employees.\textsuperscript{xlv}

Kapoor T.N. conducts a research study in Personnel *Management and Industrial Relations in India*, that the trainer selected for imparting training should undergo special training for the purpose. A well qualified trainer is one who not only mastery of technical details of the particular jobs but knows how to train i.e., to teach.\textsuperscript{xlvi}

Rolf P.Lynton and Uday Parek in their book *Training and Development* defines the application of the general directive to particular training situations can help to create common framework for analyzing the implications of various policies and at time, may even indicate the areas where more explicit or new policies is required.\textsuperscript{xlvii}

Agnihotri V. discuss in his work, *Industrial Relations in India* that training often has been referred to as teaching specific skills and behaviour. Development, in contrast, is considered to be more general than training and more oriented to individual heads in additional to organizational needs and it is most often aimed toward management people.\textsuperscript{xlvii}
Bass B.M. and Vaughan J.A. in their *Work Psychology of Learning for Managers* that development implies the nature and direction of change induce among the employees through the process of education and training. It increases the efficiency, morale of the employees better human relations, reduced supervision, increased organizations viability and flexibility.\textsuperscript{lix}

V.S.P.Rao in a research study called *Human Resource Management Text and Cases* that development pays way for to identify persons with required potential prepare them for more senior positions. And it improves thought processes and analytical abilities.\textsuperscript{l}

Gary Dussler in his work *Human Resource Management* the purposes of training and development programmes are usually more similarities than differences across the countries. In particular employees just about everywhere rank “to improve technical abilities” as the main purpose for providing employees with training.\textsuperscript{li}

Mukhi H.R. in his work *Administrative Thinkers* that every senior or superior officer should consider himself as a teacher of his subordinates and give them training in a manner that with the passing of time they become good officers. He further suggested that some generalized teaching of administration is essential at all levels.\textsuperscript{li}
Rakesh K.C. in his work, *Management of Human Resources Text and Cases*, that the use of terms training and development in today’s employment setting is far more appropriate than training alone since Human Resources can exert their full potential only when the learning process goes far beyond simple route or routine.iii

The above mentioned studies reveal that the training and development of employees plays a very pertinent role in moving the organization towards desired ends. Thus the researcher has understood the various aspects, views about the training and development of employees and it is very useful for her further task in the research study process.

**STATEMENT OF THE PROBLEM**

In automobile, organizations training and development activities have assumed high importance in recent years because of their contributions to the achievement of organizational goals. So by realizing the importance of training and development in automobile organizations the researcher has decided to conduct research in one of the giant coglomerate organization called **ROOTS Industries India Ltd., Coimbatore** under the topic,

“TRAINING AND DEVELOPMENT A STUDY OF ROOTS INDUSTRIES INDIA LTD., COIMBATORE”.
OBJECTIVES

1. To find out the meaning, need and importance of the Training and Development.

2. To find out the literary sources related to research topic.

3. To study about the growth of Automobile Industries in India.

4. To know about the Profile of the Roots Industries India Ltd.

5. To specify the different types of Training to the employees.

6. To find out the perspective views of employees about training system.

HYPOTHESIS

The research is based on the following Hypothesis.

1. Human Capital is the most important assets of modern organization. In the modern era the need and significance Training has ushered the management of the organization.
2. Training and Development place a vital role in the success of an organization and different approaches are adopted to increase the productivity of the organization.

3. Even though different strategies are available for Training and Developmental process, only few strategies will be more effective.

4. Modern techniques could be evolved in the Training and Development process for the effective performance of the employees.

**METHODOLOGY AND DATA COLLECTION**

The methodology adopted by the researcher for this study is descriptive, analytical and empirical method. Roots Industries Ltd., in Coimbatore was chosen to be the field of this study. A sample of 320 employees were chosen from the industry for this case study.
Stratified Random Sampling procedure was applied in this study the employees were given a Questionnaire that has been drafted in such way as not to avoid or ignore even a slight different on their opinions. Respondents were explained about the purpose of this study.

The official Reports, Journals, manuals, Books, etc. Are the secondary data involved in the Data Collection. The Respondent was personally interviewed.

SAMPLE

Sampling method comprises of the selection of sampling unit and sample size refers to the number of people or items selected from the population to contribute the sample. Stratified Random Sampling procedure was applied in this research work. The Sample unit constitutes ROOTS Industries India Ltd., Coimbatore division, as the study pertains to this unit only a sample of 320 employees were chosen in convenience basis to represent the total population. The sample has been selected to include the attitudes and views of all levels of hierarchy.

3. Questionnaire:-
Questionnaire was the basis of collecting information about the organization. It consists of number of questions prepared in a definite order on a form or set of forms filled – up by respondents themselves.

CHAPTERISATION

CHAPTER I. INTRODUCTION

The first chapter introduction gives a brief description about the importance of Training, Need of Training and Development, Review of literature, Statement of the Problem, Objectives of the Study, Hypothesis, and Methodology adopted for the study and Chapterisation.

CHAPTER II. GROWTH OF AUTOMOBILE INDUSTRIES IN INDIA

The second chapter vivids about the various phases of development of Automobile manufacturing Industries, Spare parts industries, Horn manufacturing industries with special reference to India.

CHAPTER III. THE PROFILE OF ROOTS INDUSTRIES INDIA LTD., COIMBATORE.
The third chapter gives the clear picture about the organizational structure and functions of various departments such as Administration, Manufacturing, Sales, Marketing, Finance, Human Resource and Branch office operations etc., has been discussed.

CHAPTER IV. THE TRAINING AND DEVELOPMENT OF EMPLOYEES IN ROOTS INDUSTRIES INDIA LTD., COIMBATORE.

The fourth Chapter says about the various approaches of Training methods and its influence on employee’s performance, in Roots Industries India Ltd., Coimbatore.

CHAPTER V. EMPLOYEES PERSPECTIVE VIEWS ABOUT TRAINING AND DEVELOPMENT IN ROOTS INDUSTRIES INDIA LTD., COIMBATORE.

The fifth chapter reveals the perspective views of employees about the Roots Industries India Ltd., Coimbatore. This chapter is based on the data collected through Discussion, Structured Interviews, and Questionnaire administered with the employees of the organization.

CHAPTER VI. CONCLUSION
The sixth chapter conclusion depicts the prevailing conditions, with suggestions given by the respondents as well as by the researcher for improving the productive ability of the employees.


49. Agnihotri V., Industrial Relations in India, Atma Ram and Sons Delhi, 1989, p.117.


