CHAPTER-II

TRAINING AND DEVELOPMENT: CONTEMPORARY
ISSUES AND CHALLENGES

2.1 INTRODUCTION TO TRAINING AND DEVELOPMENT

Training is a systematic procedure for transferring technical know-how to the employees so as to increase their knowledge and skills for doing definite jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training programme.

2.1.1 DEFINITION OF TRAINING

The definition of training by Edwin B. Flippo is generally well accepted. According to Flippo (1971) \(^{55}\) “Training is an act of increasing the knowledge and skill of an employee for doing a particular job”. Similarly Beach (1980) \(^{56}\) viewed training as a procedure by which people learn knowledge and/or skills for a specific purpose. In fact it is the training that bridges the gap between job requirement and employee present specifications. A training programme is not complete until you have evaluated methods and results. A key to obtaining consistent success with training programs is to have a systematic approach to measurement and evaluation. Recognition of the training methods and measurement techniques are crucial for the organization’s training success (Kalemci, 2005) \(^{57}\).

Training 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 in a better way. It makes newly appointed employees fully productive in lesser time. Training is equally necessary for the existing employees whenever new machines and equipment are introduced and there is a change in the techniques of doing the things. Thus, the top management should ensure that any training programme should attempt to bring about positive changes in the knowledge, skills, and attitudes of the employees.
2.1.2 DEFINITION OF DEVELOPMENT

Development is a systematic and organized procedure by which managerial personnel get conceptual and theoretical knowledge. In other words, it refers not to technical knowledge or skills in operation but to philosophical and theoretical educational concepts. The concept ‘development’ may be described in two categories:

- Management development or executive development
- Organisation development

The ‘Managerial Development’ refers to the progress a manager makes in learning how to manage. It is also described as the process of individual growth in the full utilization of a person’s managerial capabilities.

The ‘Organization Development’ is a systematic integrated and planned approach to improve the effectiveness of people and groups in organization. The organization development uses various techniques for identifying and solving problems. Management Development is any attempt to improve current or future managerial performance by imparting information, conditioning attitudes, or increasing skills.”

Employee Development is one of the most important functions of Human Resource Management. Employee development means to develop the abilities of an individual employee and organization as a whole; hence employee development consists of individual or employee and overall growth of the employee as when employees of the organization would develop the organization, organization would be more flourished and the employee performance would increase. Therefore, there is a direct relationship between Employee Development and Employee Performance. When employees would be more developed, they would be more satisfied with the job, more committed with the job and the performance would be increased. When employee performance would increase, this will lead to the organization effectiveness.

According to Rosy Joshi and Shashi K. Gupta (2005), the managers or executives are the most important and valuable assets of an organisation. Their development has become one of the most important and complex tasks of human resource management. Since World War II, tremendous emphasis has been laid on the development of executive talent in the field of management. The dramatic change in the area of management development
has been named as “Management Revolution”. It has now been well recognized that qualified executives needed throughout the industry and trade do not just emerge from labour force without consciously planned action on the part of the organisation. Good organisation selects the talented employees and develops them to have adequate inventory of management skill for use in the future to achieve the desired objectives of the organization.

Training is the formal and systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience. It is acquisition of technology, which permits employees to perform their present jobs to standards. It improves the human performance on the job, the employee is presently doing or being hired to do.

Development also sometimes distinguished from training, as development defined in terms of broader capability to take up future work and career opportunities, beyond the competencies required for a current position. It enables leaders to guide their organization onto new expectations and enable workers to create better products, faster services, and more competitive organizations. Thus, manpower training and development are two interrelated processes whose importance cannot be overemphasized in any discussion of human resource management. It is related to the series of activities, which an enterprise would need to embark upon to improve the quality of its managerial capital.

2.2 NEED OF TRAINING AND DEVELOPMENT

Training is important, not only for the organization, but also for the employees. It gives them greater job security and an opportunity for career advancement. A skill acquired through training and development programme is an asset for the organization and the employees. The benefits of training stay for a very long time. Training can become obsolete only when there is a complete elimination of the desired skill and knowledge, which may happen because of the technological changes. In general terms, the need for training can arise because of the following reasons:

2.2.1 Changing Technology
Technology is changing at a fast pace. Be it any industry, technological changes are changing the way in which operations were done. Newer machines are being used for automation of the processes. Computers have made the controls very easy. The rapid technological advancement over the past decade has enabled greater degree of coordination between various business units, spread far across the globe. Thus, employees must learn new techniques to make use of advances in the technology in order to keep themselves abreast with the changes. Training needs to be treated as a continuous process to update the employees in new methods and procedures.

2.2.2 Demanding Customers

Customers are becoming more and more demanding as the free markets become stronger. They are much more aware about the products as many sources of information are available to them. Intensified competition forces the organizations to provide better and better products and services to their customers. Added to the customer conscious, their requirements keep on changing. In order to satisfy the customers and to provide best of the quality of products and services, the skills of those producing them need to be continuously improved through training and development programme.

In the competitive times, organizations cannot afford the extravaganza of lethargy. They have to be productive in order to survive and grow. Continuous improvement of the employees’ skills is an essential requirement for maintaining high standards of productivity.

2.2.3 Improved Motivation

Training is a source of motivation for the employees as well. Employees find themselves more updated while facing the challenging situations at job. Such skill development contributes to their career development as well. If the employees are motivated then it reduces turnover rate, providing an organization with a stable work force, which has several advantages in the long run.

2.2.4 Accuracy of Output

If the employees are trained, they will be able handle their job better and run their machines safely. Thus, greater accuracy is achieved in whatever job they do. This reduces errors, wastage and accidents in the organizations and ensures better customer
satisfaction. Adherence to accuracy infuses high standards of quality in the products and services, thus giving them a competitive edge in the difficult times. Training can be used as an effective tool of planning and control. It develops skills of the workers for future and also prepares them for promotion. It helps them in reducing the costs of supervision, wastages and industrial accidents. It also helps increase productivity and quality.

2.3 OBJECTIVES OF TRAINING AND DEVELOPMENT

The purpose of training and development can be explained as follows:

2.3.1 Improving Quality of Workforce

Training and development programs can help in improving the quality of work produced by the workforce of organization. Mostly, training is given in a specific area like finance, marketing or HR, which helps in improving the quality of work in that particular area.

2.3.2 Enhance Employee Growth

By attending these training and development programs, employees are able master the work of their jobs and that's how they develop and grow themselves in a professional way.

2.3.3 Prevents Obsolescence

These programs help employees to keep themselves up to date with the new trends in latest technology, which reduces the chances of termination of the job.

2.3.4 Assisting New Comer

These programs help new employees to adjust themselves in a new working environment, culture and technology. They feel themselves as regular employees of that organization.

2.3.5 Bridging the Gap between Planning and Implementation:
It helps organizations to easily achieve their targets and goals what they actually planned for. Employees know their job better and they deliver the quality performance according to needs of top management. That's why organizations can easily implement their plans.

### 2.3.6 Health and Safety Measures

Training and development program clearly identifies and teaches employees about the different risk involved in their job, the different problems that can arise and how to prevent such problems. This helps to improve the health and safety measures in the company. The companies aimed at gaining the competitive advantage realized the importance of training in improving the employees’ performance.

Adeoye, (2002), Kotoni, O. & Erero, (2005) and Olaniyan & Ojo (2008) enumerated the objectives of Manpower Development with the view that the responsibility of every manager in an organization is to improve or increase the effectiveness of his employees. Moreover, training is an investment in people, so it has some certain objectives to accomplish and these include:

- To increase the performance of the employees
- To impart knowledge, skills and capabilities to both new and old employees.
- To create room for team spirit and high morale in the organization
- To encourage the employees to develop their career to meet individual yearnings and aspirations.
- To help in adaptability of the employees to ever changing work environment and technological changes that is occurring on daily basis.
- To help bridge the gap between existing performance ability and desired performance.
- To help in the creation of job satisfaction for the employees.

### 2.4 BENEFITS OF TRAINING AND DEVELOPMENT

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for the growth and success of the organization. Training
is beneficial to both employers as well as employees of an organization. If an employee is trained well; he will become more efficient and productive. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). Chaubey D. S. & Kothari H.C. (2016), in their research found that in the present economic environment, the technical advancement has become a core key for the survival and success of the organisation. Hence, adoption of such technological changes or technical advancement has become very necessary for most of the organisations. Technological change is taking place very fast now a days and resulting the adverse effect on production if employees are not trained to meet the fact technological changes. Training is regarded as the best tool for such improvement. Training programs are either aimed at introducing new skills and techniques or to improvise on those already possessed by the employees. Some of the general benefits received from employee training are increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover.

2.4.1 The Benefits of Training and Development for Employers/ Organization

The advantage of training and development for the organization are numerous. The following are the major ones it improves productivity: property oriented new employees will get “up to speed” quicker and perform at higher quality levels than those not given such training. It saves time and effort. Formal orientation programs reduce the time and effort required for supervisors to train new employees. In addition to these, based on the kind of job needs the organization will develop future effectiveness. Some potential objectives are to help the organization grow, to adapt technical development to fulfill responsibilities and to provide greater job satisfaction (Holt, 1993; Megginson, 1981; Davar 1994). Now a days training and development is used by many organizations for two main reasons. Through training and development important skills such as problem solving skills, communication skills and team building skills are developed. It enhances
employee’s commitment through motivation. That is why organizations are giving emphasis to train their human resources.

The Benefits of training and development for employers/organization can be summed up as under:

- **Continuous Improvement:** Companies that engage in organizational development commit to continually improving their business and offerings. The organizational development process creates a continuous cycle of improvement whereby strategies are planned, implemented, evaluated, improved and monitored. Organizational development is a proactive approach that embraces change (internal and external) and leverages it for renewal.

- **Increased Communication:** One of the key advantages to organizational development is increased communication, feedback and interaction within the organization. The goal of improving communication is to align all employees to shared company goals and values. Candid communication also leads to increased understanding of the need for change within the organization. Communication is open across all levels of the organization and relevant feedback is recurrently shared for improvement.

- **Standardization of Procedures**

  Training can help to standardize the operating procedures of the organization. Standardization of work procedures makes high levels of performance rule rather than exception. Employees work wisely and make fewer mistakes when they possess the skills required by the job.

- **Economy of Operations**

  Trained personnel are able to make better and economical use of the available resources and reduce wastage. Also, the trained employee reduces the rate of accidents and damage to machinery and equipment within the organisation. Such reductions can contribute towards increased cost savings and overall economy of operations.

- **High Morale**
Training programme molds employees’ attitudes towards organizational activities and generates better cooperation and greater loyalty as result morale of the employees is increased. Training helps to minimize dissatisfactions, complaints, and absenteeism and employee turnover. Thus, training helps in building an efficient and co-operative work force.

- **Product & Service Enhancement**
  A major benefit of organizational development is innovation, which leads to product and service enhancement. Innovation is achieved through employee development, which focuses on rewarding successes and boosting motivation and morale. In this scenario, employee engagement is high leading to increased creativity and innovation. Organizational development also increases product innovation by using competitive analysis, market research and consumer expectations and preferences.

- **Managerial Development**
  The top management can identify the talent, who can be groomed for handling higher positions and responsibilities in the organization. By providing opportunity for self-development, employees put in their best efforts and contribute maximum to the growth of the organization.

According to Nel et al. (2004), some of the effects of training and development on organisational productivity:

- Enlarged success of quality projects
- Lesser project failures and defects
- Minimization of employee turnover
- Lesser supervision needs
- Ability to progress
- Better capabilities to carry out more projects
- Change in employee behaviour

### 2.4.2 The Benefits of Training and Development for Employees

Some authors express the advantage of training and development for employees. They say employees are trained how to apply their knowledge to practical aspects of the job, to
improve productivity and quality, to help an organization fulfill its future personnel needs Megginson, 1987; Mamoria and Pareek, 1980. More over Holt, (1993) stated that, training and development develops realistic job expectation for new employees often they have inaccuracy on work expectation. It improves employment sustainability. This shows when there is turnover in break periods the new employees lack self-confidence and suffer from anxiety about their job. Besides, training and development have benefits for the individual employee in this regard.

According to Goyal S., Chhabra N. (2015) The training not only cultivate work knowledge and skills, develop productivity for the production and services, but rather impacts on modification of employees’ attitude and behavior to perform work. The prosperity of organizations becomes explicitly dependent on the intellectual capacity of their employees and their ability to change and adjust to the dynamic business environment. Through training, employee morale and satisfaction, organization productivity and service quality improves and it also accelerates the individual and societal growth. Many challenges are ahead; but now, more than ever, the training field lives in interesting times. Training helps organizations to remain competitive by continually educating their workforce.

Werther et al, 1985 mentioned the following benefits of training and development for the employees: helps the individual towards better decision making and effective problem solving skills, foster a sense of recognition, achievement, growth, responsibility and desire for advancement, aid in encouraging and achieving self-development and self-confidence etc. Training and development in general has so many advantages for an organization as well as the individual and is an important tool for effective HRM. It is also believed that through training and development the organization can solve the problem of employee’s obsolescence and make them up-to-date, motivated and committed. At the present and future changing and competitive environment training and development of HR makes organizations successful competitors and give them strength for survival. Training can help employees in several ways, as mentioned below:

- **Increased Productivity:** Training and development directly improves efficiency and productivity of employees. Employees remain up to date with new technology and thus use existing ones in a better way. Well trained employees show both
quantity and quality performance. There is less wastage of time, money and resources when employees are properly trained.

- **Talent Pool:** Creating a pool of cross-trained employees helps to bridge gaps when someone unexpectedly leaves the company - or if they accept transfer or a promotion. Employees can be trained on a minor additional skill in sales, customer service, administration and operations. Cross-training also fosters team spirit, as employees appreciate the challenges faced by co-workers.

- **Team Spirit:** Training and Development helps in instilling the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.

- **Increased Consistency:** A well-organized training and development program gives employees constant knowledge and experience. Access to regular training ensures that all employees have a consistent experience and consistent knowledge of tasks and procedures, something which is particularly important when it comes to basic company policies and procedures. Ensuring that all employees have consistent knowledge also helps to ensure that tasks are completed on time and without issues, and there are no questions to be asked about how things should be done. Safety, discrimination and administrative chores should be crucial tasks which require training. This mostly includes administrative procedures and ethics during execution of duty.

- **Job Satisfaction:** Training and development makes the employees feel more satisfied with the role they play in the company or organization. This is driven by the great ability they gain to execute their duties. They feel they belong to the company or the organization that they work for and the only way to reward it is giving the best services they can.

- **Skills Development:** Training and development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.

- **Less Supervision:** Training improves necessary skill sets in employees and empowers them to address tasks independently. In other words a well-trained
employee will be well acquainted with the job and hence they need less of supervision.

- **Optimum Resource Utilization:** Training and Development significantly helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization which ultimately results in optimum resource utilization, moreover it also helps the employees in attaining personal growth.

- **Reduction of Errors & Accidents:** Most of the errors occur because of many employees lack the desired knowledge and precise skills required for doing a particular job. Continuous Training and development ensures that employees get the right skills at right time. The more trained an employee is, the less are the chances of committing errors in job.

- **Career Advancement:** The managers can develop their skills to take up higher challenges and work in newer job dimensions. Such an exercise leads to the career development of the employees, who can move up the corporate hierarchy faster.

- **Reduction of Turnover and Absenteeism:** Employee turnaround costs time and money. Training creates a feeling of confidence in the minds of the employees. It gives them a security at the workplace. As a result, labor turnover and absenteeism rates are reduced.

- **Address Employee Weaknesses:** Most of the employees have certain weaknesses in their workplace, which hinder them from giving the best outputs. Training assists in eliminating these weaknesses, by strengthening workers skills and dissolving inner barriers. A well-organized development program helps employees gain analogous skills and knowledge, thus bringing them all to an advanced uniform level. This simply means that the whole workforce is reliable, so the company or organization doesn’t have to rely only on specific employees.

- **Higher Earnings:** Career development can lead to higher earnings. A trained employee will be highly paid in the job market and feel more contended.

- **Resilience to Change:** In the fast changing business environment, training develops adaptability among workers. The employees derive higher level of satisfaction from work under newer circumstances and they do not feel threatened
or resist any change. Such adaptability is essential for survival and growth of an organization in the present times.

- **Increased Safety:** Trained workers handle the machines safely. Thus, they are less prone to accidents and errors. It can be concluded that in light of several benefits, training is an essential activity, which should be taken very seriously by the employees and employers.

- **Uncover Employee Potential:** Most of the companies overlook the hidden talent of their employees. Training and development provides a catalytic platform for employees to share their ideas with management. It has been proved that some employees might be yearning for a leadership role within the business, but because there is no leadership development program in place, these individuals don’t get the chance to prove their ability or further develop these hidden skills. Allowing employees to attend these programs helps to spot the leaders of tomorrow within current work force.

### 2.5 THE PROCESS OF HUMAN RESOURCE TRAINING AND DEVELOPMENT

The process of HRTD must be systematic and directed towards the accomplishment of some organizational objectives, such as efficient production method, improved quality of products or services and reducing operational costs. Systematic training is likely to make organization efficient and progressive (Rue and Byars, 1992). In the systematic approach to training first the job is analyzed and defined. Then the employees being considered for training are studied whether they satisfy the required standard. Next, training should be given and an appropriate record has to be kept. After that, the performance achieved must be measured and an attempt should be made to evaluate the cost of training compared with the benefits gained by the improved performance of employees (Graham, 1984; Armstrong and Dawson, 1985; Schemerhorn, 1993; Getahun Hailu, 1990).

#### 2.5.1 Training Policy
In implementing Training and Development Policy, it is essential to ensure that each organization has its own training and development policy and strategy. It has the following importance. It helps to highlight the organization’s approach to the training function, provide guidance for design and execution and provides information regarding to the program to all employees. It helps in the identification of policy area in training and to communicate the organization’s interest regarding to employees career development (Monappa and Siyadain, 1999; MCB, 2005; Wills, 1995).

2.5.2 Human Resource Training and Development Need Assessment

Training needs is a gap that exists between requirements of given job and the actual performance of the trainees (Rudrabasavaraj, 1979). The rapid growth of science and technology changes the job from its original specification. In order to overcome problems caused by various reasons such as retirement, promotion, transfer and death through training and development programs (Milkovich and Glueck, 1985; Turell, 1980; Kefyalew Alemu, 1990).

Assessing and identifying training and development needs includes organizational analysis, job analysis, and individual analysis (Bratten and Gold, 1994; Rue and Byers, 1992; Kafyalew, 1990). Organizational analysis deals with identify the overall organizational need and change in strategies (Vohra, 2006).

As a detailed examination of the job, its components, its various operations and the conditions it has to be performed. Every job has the intended standard of performance. Knowledge of the task will assist in identifying what knowledge, skills and attitude the employee should have to perform the job adequately (Mathis and Jackson, 1997; Monappa and Saiysadain, 1999). Individual analysis is another component of diagnosing training needs. An individual obviously needs training when his or her performance falls short of standards that are when there is performance deficiency. Inadequacy in performance may be due to lack of skills or knowledge or any other problem. The problem of skills or knowledge can be remedied by training. Assessment of training must also focus on anticipated skills of an employee. The technology changes fast and new technology demands new skills. This will help him or her to progress in his/her career path, to handle more challenging tasks (Vohra, 2006).
2.5.3 Formation of Training and Development Objectives

After identifying training and development needs the next step is defining objective of training and development. In the process of training and development activities, the needs assessment phase should provide set of objective for programs that might be designed (Gomez-Mejia, Blakin and Cardy, 1995). It should come up with precise and clearly defined objectives. This is because, it is the objectives that express the purposes to be achieved, provide the basis for planning of program contents, and selection of training and development methods, and permit control and evaluations of results. Objectives are statements, which stated intended outcomes of a training and development program. They state what trainees should accomplish when a program is over. They guide the selection of the program content and to some extent guide selection of methods and techniques. They also serve as the criteria against which a program can be evaluated when it is over. In other words, they also serve as criteria against which the ultimate success of a program is evaluated (Heneman, et al., 1996). The objective of a training and development should be related to the training and development needs identified in the need analysis phase, without clearly set objectives it is not possible to design a training and development program. Moreover, after it has been executed it will direct the other way of measuring its effectiveness (Aswathappa, 2002; Getahun, 1990). The success of training should be measured in terms of the objectives set. Good objectives are measurable objectives or training can be set in any area by using the following four dimensions (Mathis and Jackson, 1997) of quantity of work after training, resulting from training, of quality of work after training, times lines of work after training and cost saving as a result of training. Training objectives are essential for a successful training of HRTDP and they are used by the organization to evaluate the program’s success. In this regard, Werther et al., (1985), stated that an evaluation of training needs results in training and development objectives and these objectives should state the desired behavior and the conditions under which it is to occur. They served as the standard against which individual performance and the program can be measured.

2.5.4 Designing Training and Development Programmes

Once an employee’s training and development plan is drown up it is then necessary to design the various training programs that will be offered. In each case then this involves
setting instructional objectives, determining program content, and designating on training methods and techniques. The designing work may be done by specially designated training and development professionals especially for programs to be offered several items, or left to the individual instructors (Heneman et al., 1996).

Programs must be designed in a planned way in such a way that the objectives of the program could help organizations to grow, adapt to technological developments, fulfill social responsibilities and proved greater job satisfaction. Depending on the kind of needs to be addressed a number of Training and Development programmes can be designed. Besides, it is important to be design programs based on training and development principles (Megginson, 1981). According to Tracey 1984, the following principles of training and development have to be considered in designing programs. Training programs must be delivery system that is selected on the basis of training effectiveness, available technology, cost effectiveness and results, training programs must be validated to ensure effectiveness prior to full scale implementation, training programs must provide ample opportunities for trainees to apply and practice newly acquired knowledge and skills.

2.5.5 Implementation of Training and Development programmes

In the implementation of Training and development program, the most important activities that should be performed includes; selecting the content of training programs, selecting appropriate facilities and premises of training programs, selecting the appropriate trainers and trainees, selecting appropriate time and training environment, selecting appropriate training and development methods (Campagna, 1998, Armstrong, 2001). The most widely used training and development methods or approaches are on-the-job and off-the-job training.

2.5.6 Training and Development Techniques

- **On-The-Job Training Methods**

On-the-job training refers to learning while actually performing a particular work or job. It takes place in the work setting and during the actual work performance. On-the-job training activities include periodic performance reviews; observation and critique of how the junior manager is working, solving problems, and the managing; regular consultation...
on operating matters and the like. A number of specific methods are used in on-the-job training. Some of the most widely used methods are coaching, mentoring and job rotation.

a) Coaching: Coaching is an important form of on-the-job training and development method. In this method, the trainee is placed under a particular supervisor who functions as a coach in training the individual. The supervisor provides feedback to the trainee on his performance and offers him some suggestions for improvement. Often the trainee shares some of the duties and responsibilities of the coach and relieves him of his burden. It is the process of ensuring that employee development occurs in the day to day supervisors-subordinate relationship (Heneman et al., 1996\textsuperscript{103}). Therefore, the performance level and the condition under which it occurs must first been analyzed, and then, the necessary face-to-face communication between employee and supervisor or the subordinate and the supervisor must be made in view of improving and maintaining effective performance (Harris and Desimone, 1994\textsuperscript{104}). Therefore, for coaching to be effective, supervisor-subordinate relationship should be based on partnership, mutual trust and confidence (Graham, 1989\textsuperscript{105}). However, there are problems in coaching. First; if coaches were incompetent, there would be high risk of transmitting incorrect working methods, secondly; coaches may not have adequate time. Thirdly; most managers are ill prepared to coach employees and uncomfortable in those too (Gomez-Mejia, Blakin and Cardy, 1995\textsuperscript{106}).

b) Mentoring: According to Bhatta and Washington (2003)\textsuperscript{107}, mentoring is a nurturing process in which a more skilled or more experienced person, serving as a role model, teacher and sponsor, encourage, councils and briefs a less skilled or less experienced person for the purpose of promoting the latter’s professional or personal development.

c) Job Rotation: Job rotation is also another approach in training and development of employees as well as managers on their job. The trainee is moved from one job to another in order to gain job knowledge and experience from his supervisor or trainer in each of the different job assignments. Though this method of training is common in training
managers for general management positions, trainees can also be rotated from job to job in workshop jobs. This method gives an opportunity to the trainee to understand the problems of employees on other jobs and respect them (Ramasamy, 2003). This approach involves assigning trainees on various jobs for a specified period of time with the objective of the broadening their experience. Job rotation, therefore, provides trainees the opportunity to work and be familiar with various departments, units and sections in an organization. According to Obisi (2001), Job Rotation method of training is intended to provide the trainees with a variety of work experience by moving them from one job or from one unit to the other thereby enabling them to acquire greater job knowledge and experience with which to handle greater responsibilities in the future. By rotating the trainees from one departmental job or assignment to the other, the method enables the trainers to have a better appreciation of inter departmental problem either as they relate to the job or the employees in the various departments.

d) **Internship Training:** Internship is one of the on-the-job training methods. Individuals entering industry in skilled trades like machinist, electrician and laboratory technician are provided with thorough instruction though theoretical and practical aspects. Internship training offers a good chance for the trainee to gain deep and useful understanding into the relationship between theory and practice. Internships, however, involves a slow process of learning as the need to be able to capture the relevant experiences of a job may take some time. Besides, internship suffers serious setback during the period of depression and layoffs which necessarily does not create room or vacancies to take in new terms, (Leibowitz 1981).

e) **Using Understudy Assignment Method:** A training method where potential managers are given the opportunity to take the place of an experienced manager as a substitute in his job for a certain period of time, as a part of succession-planning. According to Steinmetz &Lawrence (1996), the trainee is tutored by an experienced manager for the higher responsibilities to be taken by trainee, this is aimed at enabling him to acquire skills and know how to perform as much as the superior on the job. The efficiency of this approach hangs on how much time and interest the superior has in the subordinate to assume.
Off-The-Job Training and Development Methods

Off-the-job training and development approaches conducted away from the work setting like in-service programs. In other words, the training can be conducted within or off the organization, but the trainees are not engaged in their usually task or production activities (Schermerhorn 1989; Graham, 1989). This type of training (Ramasamy, 2003) includes lectures, conferences, and case study, role-playing and management games.

a) Lecture Method: It is some of the knowledge based training method. This is most commonly used to speak to large group about general topics. The basic concept and theories, principles and a considerable knowledge of the particular subjects are imparted to the participants. This type of training is aimed at giving fundamental information to the trainees.

b) Conference Method: The concept of conference is developed to overcome the limitation of the lectures as conference emphasis on the one-way communication i.e. trainer to trainee. The trainees are expected to offer their ideas and use their experience for solving the problems with the help of the trainers. In this method, the individuals who participate ‘confer’ to discuss the points of common interest with each other.

c) Case Study Method: In this type of training, trainees are given case studies of real or imagined events in an organization to study, analyze and given an opinion. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problem, techniques and experiences, which they will later face on the job. The objective of this method is to help the trainees think logically and develop the ability to analyze alternative course of action systematically and objectively. Case Studies method of training has continued to record significant popularity as a method whose focus is geared towards challenges and problems that opposes executives in their day to day business. Cases are arranged to carry out the reality in the day to day business world by describing actual business situations. Sometimes, typical business situations can be simulated and presented in a case form.

The trainees are presented with the cases and are requested to identify the major and minor problems of the case, to distinguish the salient facts from the case and suggest alternative solutions to the problems evaluate the alternative solutions and recommend...
the best course of action. The whole exercise is aimed at sharpening the participants' ability to correctly identify the key problem in any given problem situation to obtain and interpret fact and to be conscious of the many important variables upon which management decisions are based as well as improve their skills in diagnosing the relevant issues involved and in recommending the best solution possible for the given problem situation. (Imanyi 2002)

d) **Role-Playing Method:** Role-playing technique is used in a group where different persons are given the role of different managers. They are requested to solve a problem in a situation or arrive at a decision. At the end of the role playing session, the trainees are given feedback of their role-playing. This helps the trainees to develop their efficiency in performing the job, sensitivity among the people and improves better human relations.

e) **Business Games Method:** Business Games method is used to stimulate the thinking of people to develop their skills to run an organization or departments. These games are used to develop the skill in the area of investment production; sales, collective bargaining etc, a game consists of situation. Each team tries to win others and only one can win unless there is a drawback. A period is fixed or this training and it is made known to all the teams. Various situations are explained to the teams and they are requested to take decision on such given situations. The trainer gives the feedback to every team. Then each team evaluates its decisions and may change its decisions to arrive at better results. In the practical point of view, the lecture method, conference method and case study are mostly practiced in our context .Business Games method is used in training participants on handling situations or events that involve competition between two equally strong opposing groups. From time to time, executives do face zero-sum decision-situations where they have to bargain or struggle for competitively advantageous positions. For example, in collective bargaining or conflict resolution, each party contends for the optimum gains. In mergers, executives often face a bargaining situation where each party tries hard to have the best of the bargaining situation. The essence of this approach to developing executive is to enable them appreciate the fact that the conduct of a company's business quite often takes the form of a game of competition between many
market participants and that, business thrives better depending on the tactical capability of its managers in decision making.

**f) In-Basket Training:** In-basket Training is a method where the trainees are expected to examine a basket filled with papers and files relating to their field of work and suggest recommendations based on the problems contained in them. This method aim at improving the decision making process and problem solving abilities of the employee at the managerial level, where the participants are usually asked to establish priorities and then handle a number of office papers, such as memoranda, reports, telephones messages and emails that would typically cross a managers desk. The advantages in this method of training are that it includes the use of the best traditional case study at the same time using the refinements to give room for greater flexibility, realism and involvement.

**g) Programmed Instructional Method:** It is a self-training method based on auto-instructional technologies. It is one of the more recent-inventions for learning theories, principles and concepts through- self- effort. Using this method, learning materials are organized and presented in a sequential manner either in a cassettes, films other types, (Hamblin 1974).116

**h) Classroom Lecture:** Under the off the job methods of training, classroom method or lecture method is well-known to train white collar or managerial level employees in the organization. Under this method employees are called to the room like that of classroom to give training by trainer in the form of lectures. This method is effectively used for the purpose of teaching administrative aspects or on management subject to make aware of procedures and to give instructions on particular topic. According to Mamoria (1995)117, Classroom method involves the transmission of fundamental knowledge, required ideas and factual information from the trainer to the group of trainees at ago, to achieve low cost training method. Apart from being a low cost training method, it is unique in the sense that it provides a direct medium of communication with the trainees in addition to providing an opportunity for an exchange of ideas between the trainees and the instructions.
i) **Vestibule Training Method**: It involves trainees learning in an environment which is virtually identical to what is to be encountered on the job. This method tries to stimulate, actual work situation so that trainees are equipped with preliminary learning experiences prior to any actual work practice. Thus, the problem of transferring learning from the learning environment to the work station is minimized since the trainees are already doing what they, would eventually end up doing in the actual job situation, (Kenny & Reid 1995).

j) **Simulation Method**: A simulation is a more complex form of role playing and case study. In the simulation training method, trainee is trained on the especially designed equipment or machine seems to be really used in the field or job. But, those equipment or machines are specifically designed for training. Thus, Simulations are used to recreate environments where participants experience potential situations that could happen. This method of planning is mostly used where very expensive machinery or equipment used for performing Job or to handle that job. The advantage of simulation methods is that they improve the possibility of learning without damaging the equipment or human life or facing the numerous risks involved in actual performance. According to (Griffin, et al.2000), Simulation techniques are used largely in developing executive talents. The use of simulation techniques for developing executives” talent has become known recently ,and this is traced to the fact that neither the conventional on-the-job nor the off-the-job methods are enough in develop the capabilities needed in managers(Lang 1992) observed that most of the managers do not undertake programmed or routine jobs like the lower level employees. More specific skills are needed by managers to specialized, skilled analytical, diagnostic, problem solving skills, human relations skill, interpersonal skills as well as sound decisions making skills. Hence, Situations involving the use of each of the skills might be simulated and managers put-through these situations as a process of developing these needed capacities in them.

k) **Critical Incidents**: Critical Incident allows trainees to develop the important skills and practical judgment in search of details that may be relevant to understand the problem and solution at hand. Using the critical method, the trainees are giving-scanty
but critical information relevant to the problem. It is therefore expected of the trainees to search for more information. In doing this, they must develop the ability to recognize what the problem is or what extra information is necessary for proper-conceptualization of the problem and what other pertinent facts are needed to properly arrive at a good solution to the problem, (Flynn, et al. 2001)

1) Sensitivity Training: Sensitivity training is one of the organizational development techniques that focus on helping organizational members to develop a better awareness of group dynamics and their roles in the group. The training often addresses issues such as gender and multicultural sensitivity as well as sensitivity towards the disabled. The goal of the training is focused on individual growth. This training is also known as laboratory training, T-groups and encounter groups. Members of different gender, culture and abilities are brought together in a free and open environment, in which participants discuss different issues in an interactive way. Thus, it helps employees be sensitive to the existing diversity in the workplace and leads to better understanding between members of the organization. Participants get an insight into their own behavior which helps them to build good interpersonal relationships with their team members and correct behavioral and emotional actions.

This method specifically is used to train executives on the act of creating an awareness and sensitivity to the behavioral pattern of him and of others that he relates. The essence of this training method is aimed at developing the ability to understand themselves and the behavior of others and to identify their human relation skills needs and how best to accommodate the feelings of others in order to be a good manager. (Obisi 2001)

2.5.7 Evaluating Training and Development Program

Evaluating training and development program is not a one-time process. It is an ongoing throughout the entire stages of training program. Evaluation is a process of obtaining information and using it to make judgment and decisions. Evaluation of the training program is performed during the assessment, design and implementation. It includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back to the job. The information gathered from the training evaluation is then included the next cycle of training needs
assessment. Silberman (1990)\textsuperscript{123}, also states that one can design his/her active training program to provide for obtaining feedback and evaluation data on an ongoing basis so that he/she can make adjustments earlier one time. The implementation of training and development serves as transformation process. Untrained employees are transformed into capable workers and present workers may be developed to assume new responsibilities. To verify the program’s success, personnel managers increasingly demand that training and development activities be evaluated systematically. Lack of evaluation may be the most serious problem in most training and development efforts.

2.6 TRAINING & DEVELOPMENT: ISSUES AND CHALLENGES

According to Wei-Tai, (2006)\textsuperscript{124}, Due to fast pace global and technological development the firms are now facing new changes as well as challenges. Technological advancements have molded the need of capabilities and competencies required to perform a particular tasks. Thus, to cope with these challenges, more improved and effective training programs are required by all corporate. Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time. Some of the issues and challenges involved with training and development programs of organisation may be summarized as:

2.6.1 Lack of Commitment and Involvement from Executives

Without top executive commitment and involvement, training and development will be ineffective and major pros will fall short of expectations. Commitment is critical, which equates to resources being allocated to the training and development function and its specific pros. Involvement includes the actual presence and actions of individual executives in the process. Business literature is laced with examples of top executives taking active roles. Active roles by senior managers are critical and can be accomplished in many ways – ranging from minimal participation to increased involvement in which specific days are allocated to teaching. When executives take a very visible role, others will do the same. This attitude filters throughout the organization and makes a big difference.

2.6.2 Failure to Prepare the Environment for Transfer
Regardless of what participants learn from a training program, without transferring it to the job, performance will not change and the training program will fail. This training-transfer problem has been an important issue in training and development for decades. Unfortunately, studies continue to show that between 60 and 90 percent of what is learned isn’t applied on the job. The reason this occurs is complex, involving many different barriers to which little attention is given until it’s too late. Barriers kill the success of an otherwise successful program. Thus, barriers must be understood at the beginning of the process as part of needs assessment and analysis. Identified early, inhibitors can be addressed in the solution’s design, development, delivery, and implementation. Efforts to minimize, if not eliminate, the barriers before the training programme is implemented will pay off significantly.

2.6.3 Lack of Management Reinforcement and Support

Without management encouragement and support, participants will rarely implement new skills and knowledge in the workplace. The manager’s role, therefore, is critical in the learning process. Most studies have shown that the two most powerful opportunities for managerial input occur during the interaction with the learner prior to the training solution and after the training have been completed. It’s clear that managers usually don’t realize their influence. This disconnection is most frequently identified in follow-up surveys conducted as part of an impact study. More action must be taken to ensure managers understand their impact and how they can make changes.

Organizations offering support have tackled this process by developing management reinforcement modules for a particular program, defining managers’ support roles, conducting workshops to show managers their specific roles, holding managers accountable through their own job descriptions and responsibilities, and rewarding managers for doing it right.

2.6.4 Lack of Alignment with Business Needs

A training program’s payoff comes from the business measures that drive it. If a training program is not aligned or connected to a business measure, no improvement can be linked to the program. Too often, training is implemented for the wrong reasons – a trend, desire or perceived need that may not be connected to a business measure.

2.6.5 Participants are not held accountable for Results.
For training programs to be successful, participants must individually drive performance change. When pressed for reasons for not changing behavior, participants are quick to blame others, usually the boss. But that may not be the real issue. Of individuals most likely to be held responsible for results – including managers, trainers, developers, and senior executives – the overlooked participant deserves more attention. Participants often don’t see changing their behavior as their responsibility. Historically, when results are few, the training and development staff, along with immediate managers, comes under fire. But, we often fail to focus on the participant’s role in the process. Participants must understand that the program’s success rests largely with them, and disappointing results may be their responsibility.

2.7 Training Evaluation Model

The need to measure the effectiveness of training programs is as important as determining the need for training and the best program that fits such needs. According to (Donald Kirkpatrick 1998), there are Four-Level Training Evaluation Model which serves as a tool in analyzing the effectiveness of training. The Four Levels Models are:

2.7.1 Level 1: Reaction

This level measures how the employee been train reacts to the empowerment program, their experience towards the program, instructor, the deliver style and the materials been used. The need to measure the reaction of training is important because it helps the organization in understanding how well the training is received, the strength and weaknesses of training and determining if it accommodates personal learning styles.

2.7.2 Level 2: Learning

This level measures what the trainee has learnt, how much of knowledge and skills acquired through the training session. When planning training program a list of specific learning objectives to be achieved are to be put into consideration and it is important to measure what the trainees are learning, by this not only will it help in mapping out knowledge acquired but also as a guide for future training programs to be adopted.

2.7.3 Level 3: Behavior
At this level, the employee’s behavior is evaluated based on the training program received, by looking at how the skills and information gained is applied on the job through the employee’s behavior. Most time, the behavior can only change if the conditions are favorable and when the behavior has not changed, it indicates that nothing has been learnt and training was ineffective.

2.7.4 Level 4: Results

Analyzes are evaluated based on the final result of training through the outcome the employee exhibit after the training. This is evaluated alongside the organizational goals and objectives such as employee retention, higher morale, higher quality rating, less customers complains and increased production.

2.8 TRAINING AND DEVELOPMENT IN SMEs

SMEs with good training are bound to perform better as the various studies have confirmed that training and development ensures competency and provide opportunities to the employees for developing their skill and talent that enable them to achieve professional and personal career objectives within the organization’s goals. These automatically leads to improved performance if training and development is professionally planned and implemented. The previous research confirms that a successful training and development prepares individuals to undertake a higher level of work, and provide the possibility of performance change; and this enhances the performance of the individual and of the organization. It therefore follows that SMEs with good practices of training and development were found to perform higher than those without. It is important to support SME managers, employees or entrepreneurs by all means to train its employees professionally.

Capacity or ability building of the employee engaged with SMEs is the core issue affecting almost all small and medium organization in the country. The performance of an enterprise and its economic success depend very much on the capacity and competence of employees to permanently adapt to changing environments and market conditions. Therefore, the continuous development of skills, competences and knowledge is a self-evident task, with managers and entrepreneurs in the field of training and competence development programmes.
Another key issue is business transfer. Given the demographic changes, there are millions of jobs that might be affected by an unprepared transition. Hence the role of the different training tools becomes important. Small enterprises is particularly a labour intensive sectors and fields of activity, greatly depend on the ability of workers to fulfill new skills and competence requirements, hence the importance of informal learning processes give better results.

To conclude, present chapter highlights the training and development program, different types of training, need of training and important benefits derived from training. The chapter also highlights contemporary issues and challenges before organization related to management of employees training and development programs. The important literature on the basis of expert opinion, their findings and utility in the organization, finding of different researches and their critical summary is presented in the next chapter no. three.