CHAPTER ONE

INTRODUCTION TO THE SUBJECT
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1.1. OVERVIEW AND INTRODUCTION:

Training has become an integrated part of department process in the organizations. Whether it is for the Labour or for the Management, it has come to play a very important role in achieving the objectives as well as effectiveness of the organizations. It is in fact well recognized that the effective utilization of Human Resources is the determinant factor for the success of every organization. However to what extent an organization achieved its excellence depends up on the way the Human resource of an organization. Here comes the Importance of Training. As it is indicated that training is essential for both the Managers and Labour, its importance is more to the Managerial personnel rather than to the Labour. Hence in this chapter the efforts were mainly centered on the Managerial personnel, due to the reason that Managerial personnel composes greater accountability and Labour depends on the Managerial structure of an organization. Due to this reason this chapter comprises discussion on various aspects of Management personnel, who are considered in a broader on the Human Resource of an organizations. Hence when we talk about Managerial personnel, we intend to include Labour also.

Management and Labour training and development has emerged as a major educational enterprises in the last two decades in India and it has been widely accepted as a critical input for
the improving managerial performance and organizational effectiveness.

In industries and business it is essential to pay more attention is that of giving adequate and effective training to the personnel. In India and other developing countries, the industries and business undertaking both in private and public sector have a large number of management personnel who work under different conditions, with different work assignments, they are person with different educational background with varying periods and types of experience. This class of management should receive a course of training to make themselves realize fully the responsibilities and the demands of their jobs. Therefore the trained managerial personnel is a jobs, perquisite for the advancement of industries on modern and scientific lines.

It is true to the fact that, the key occupational group in an industrial society is management or otherwise called managerial personnel, managers or executives. Management is essential not only in all types of enterprises but also all level of organization and in all of the major activities of the organization. There is a universal acceptance and recognition that management is a key function in the society.

In any industrial society effective direction of human efforts is central to the wise and efficient utilization of human and material resources. Presently the strength of management talent can be stated as for below to meet the changing requirements of future. As a result of this
situation many companies are expending much time, talent, money and energy to assure improved methods of managing the critical natural resources of managerial talent, in the form of Management Training. Further added that the training provides the means for the solution of problems, for the proper use of resources, for coping with changing conditions, and for making an enterprises or company management successful.

The topic which is selected as "Managerial and Labour training programmes" the word of training means that, improving the person's skills, knowledge, attitudes, etc. On the other hand training can be stated as an investment in human resources.

Unfortunately through practices related to management training are widespread, most are been undertaken without benefit of research based on evidence defining the nature and effects of management training can be made as broad or as narrow as one chooses. However in the present chapter of the thesis an attempt is made to treat it broadly in an effort to all its aspects, including such diverse topic as, the concept of management and its development, management jobs and relation to training, and the concept of management training, and briefly on human resource management and development, management education and distinguish between education, training, development and also briefly on labour training. Though diverse this topic have one characteristics in common that is each one is potentially important as a determinant or
contributor to management and labour training.

1.2. THE CONCEPT OF MANAGEMENT AND ITS DEVELOPMENT:

Before stating the concept of management training and its development, it is proper that to define the term of Manager, in short the term of manager in its broad sense means that those who are responsible for others. There are as many definitions of management by the several writers. But the standard meaning which most of the writers today agree is: getting something done through and with people. In this regard APPLEY (1963)¹ defines management very simply and pointedly as "getting things done through the efforts of other people." Further J.P.J. KENNEY and E.L. DONNELLY say that the manager is a key man in any business because the way in which he uses resources in his section, department, or company directly effects the efficiency of his organization. Of these resources, probably the most important for the majority of managers are the people for whom they are responsible. The manager is a leader of employees, and as their planner, organizer, motivator, and controller, he is responsible for developing and applying their skills for the benefit of the company.² Management development aims to developing the managers individually for setting management development of better performance in organizational and sense of responsibility. In this regard MILAN and JOSEF (1989) has stated that "management development is a complex and continuous process providing a wide range of activities and
learning opportunities for improving managerial competence, and performance. It is job and organization related, but uses a variety of measures and techniques to develop the manager's total personality and ability to handle both present and future tasks."³ It can be rightly presumed that the concept of management training or otherwise called managerial development has direct related to the role of management is commonly regarded as link between several activities, concerned with production of wealth. From the point of view of economists, management is considered one of the factors of production, similar to the capital, labour and material resources, which are combined in varying productions in productive processes.

In this regard DRUCKER (1964) "argues that managers are specifically economic organ of an industrial society, which turns resources of production into actual production."⁴ Adding furthers BRECH (1975) has indicated that managers do this by conditioning the contributions of physical (technology) and monetary resources (finance) with those people goals and services which people demands.⁵

Such consideration on the scope and nature of management maybe undoubtedly misleading, this maybe due to the reason that such definitions are usually based on certain images, models and theories which inhibit actions, rather than processes.

While criticizing such definitions ARGYRIS and SCHON (1978) has argued that the managers, wherever they are or whenever they operate are required to make choices or take
decisions. But what is important is decision making through definitions, this aspects does not sufficiently define the requirement management. The older concept of management undoubtedly useful in distinguishing direction from management, however it is a narrow sense as far as the practice of modern management concerned. 6

Direction, as performed by the board of directors, basically consist of functions such as setting of objectives the criteria of success, the broad strategies, and policies, and evaluation of the companies overall progress development against the criteria. Towards this direction must look outwards from the organization, as the success and health of the company will depend on their ability to translate these in to realistic objectives and actions.

However, in order to have greater understanding on the concept of management and its linkage with management development, it is essential to evaluate the conception of management from two viewpoints, namely:–
1. The classical conception.
2. Modern conception.

Therefore a brief description on these viewpoints will be presented.

1.2.1. THE CLASSICAL CONCEPTION:

In the classical conception, management is considered as primarily concerned with internal affairs that is with methods of organising, directing, and controlling resources
of the production. This idea is based on the TANNEBAUM (1949) statement, that the managers are those who use formal authority to organize, direct, or control responsible subordinates in order to that all services contributions maybe coordinated in the attainment of an enterprise purpose.7

However, considering the importance of control function, KOTTER(1982) defined the core tasks of a general managers as:
1. Setting up agendas on tasks and procedures for action,
2. Setting up the social network need to work through them,
3. Persuading people, many of whom are not subject to the general managers authority, to put the agendas in to effect. 8 This undermines function of control in management.

Adding that one of the well known acronyms for the tasks of managers stated by MARKED EASTERBY (1986) is "POSDCORB" these letters stand respectively for the activities of Planning, Organizing, Staffing, Developing, Co-ordinating, Reporting, Budgeting.9

This way of defining the role of management means that in theory anyone can manage, if they were to perform the above functions or role. Those who gave the little eg. marketing managers, are the ones who, by tradition are allocated the authority and responsibilities which goes with the role. But this should not observed the possibility that management is a role of complex set of roles which could be allocated to anyone, appropriately titled or not, who posses the capacity
and motivation to manage.

It should be noted in this direction, that effect of the manners in which management was defined by classical conception, is to focus it on the mastery of error direction and correction which are internal to the organization. In the terminology of ARGYRIS and SCHON (1978) "managers are led to respond to changes in the internal and external environments of the organization by directing errors which they then correct so as to maintain. Central features of organizational theory in use or a theory of action constructed from observation of actual behaviours."\(^{10}\)

Central to this conception is the expectation that managers will organize and control the various resources of production, including the human ones, behind given objectives. Similarly SAYLES (1964) conceived management as a role which involves some people, called managers, in work flow relationships, in leadership and monitoring the actions of others. It may carried out in large or small undertakings, related to specialized technologies.\(^{11}\)

1.2.2. THE MODERN MANAGEMENT/CONCEPTION:

Where and when the external enterprises or organization is turbulent and is less capable of being predicted, the classical conception on management maybe proved positively dangerous. This is due to the reason that any turbulent situation in the environment will force more attention on the need to subject the external situation to a similar kind of
control to that which is usually developed internally. This situation calls for the development of at least one other control loop, extended outwards and informing the management, brain of the nature of the condition it has to cope with the environment.

It is true to the fact that, no environment will actually remain stable for long. In this circumstances, it becomes necessary to multiply the numbers of direction and correction of loops to accommodate both external pressures, such as market, political, or professional demands, as well as internal pressures such as the supply of machines, labour performance, or product quality.

As a consequence of this direction making involved is the directorial or senior managerial role is highly contingent on the immediate context in which the decision are taken. The decision required are essentially non programmed. The methods and techniques which the management have devised and developed to enable the executives to cope more successfully with the physical environment and to bend it to the needs of the organization also vary. As the executives by no means knows everything that might find useful, and as some others do not know, what other people may know, there is considerable scope for difference in the way which particular management attempt to resolve their problems of methods and techniques.

The analysis of the above issues suggests that the industrial situation which every managers forces is likely to
display considerable variation from location to location and from time to time. Such variety is at once a factor in maintaining a condition of uncertainty around the process of decision making and action.

Against such a background, it should not be at all surprising that those who attempt to define and describe management as a process should find it full of ambiguities and conflicts of management.

Therefore by the different views has given about the term of management. Hence from the various definitions reveals the following main characteristics of management;
- Management is a process.
- It is a social process.
- It involves group efforts.
- It aims at achieving pre-determined objectives.
- Management is a system of authority.
- Management is required at all level of organization.

1.3. MANAGERIAL JOBS AND TRAINING:

The above discussion has already lead to the evaluation of managerial jobs and the importance of training for management development.

In this direction it is helpful to consider some of the characteristics of manager's jobs and the implications that these have for training. KENNEY J.P.J. and E.L. DONNELLY (1972) has defined the characteristic of features of manager's jobs as: 12
1. Uniqueness.
2. Work variety.
3. Work fragmentation.
4. Inter-personal skills.
5. Management style.
6. The experience factor.
7. Skills of the managers.

The description of these characteristics are as below:

1.3.1. UNIQUENESS:

One of the characteristics features of manager's jobs is that they are all different in nature as well as content. This difference results from several factors such as the size of the company, the organizational structures, hierarchy levels, the type and nature of work, top management philosophy towards delegation of authority and decision making, the productivity of job holder and the culture that exists in the organization.

As a consequence of this the jobs of managers are found to be unique. Compared to employees, a manager has a longer time span of direction, and fewer prescribed tasks. As a results he has to deal constantly with new problems and he often has to make decisions in situations which are neither black nor white. A manager needs a flexible approach to his work and this has certain implication for training;

1. Every managerial jobs must be recognized as distinct and unique. For example the training officer working for a
company with six areas sales managers should not regard them as all doing the same job. While the six job may have some common feature, each one must be considered separately for training purposes.

2. Similarly, as a manager job can be determined by the job holder, his training needs to develop him as a person should be viewed, on individually basis. This would be helpful in improving his knowledge and skills at handling technical or other aspects of his work.

3. The uniqueness of a manager's job means that his own superior is at times the only person in a position to train him. Attendance at a course can meet common training needs which a manager may shares with others, but if training and development at this level are to be effective, there is no substitute for on the job coaching by the senior executives. The later alone knows his manager's work, can assess their performance and where appropriate, use normal work situations a learning opportunities to develop his managers.

1.3.2. WORK VARIETY:
Varied and changes in work content constitutes another distinguishable characteristics of a manager's job. Usually in manager's work period of time is very short, as many tasks are repeated on a monthly or annual cycle. However many managers have to spend much of their time doing non-repetitive work. The training implications of this
characteristics features of manager's job is important.

As it was discussed at the early part of this chapter approaches to the analysis of managerial jobs must take into account the dynamic and complex work involved. The wide and changing variety of tasks in a manager's job makes a comprehensive job training analysis an expensive and unnecessary exercise. In reality what is important in the adoption of selective analysis which is helpful in identifying the key objectives of the job and then isolating in detail those tasks which are critical to effective performance of a manager. This analysis based on key results area is embodied with the approach of management by objectives. It is inevitable that the dynamic nature of managers job leads to early obsolescence of his job specifications. In this regard it is essential to consider that manager's jobs need regular redefinition and management training should be a continuing process and not a one for all event which takes place only at the time of appointment.

1.3.3. WORK FRAGMENTATION:

The pattern of the work of many managers consists of short and long duration activities which are themselves broken by interception. This sort of work fragmentation create several problems to managers. The size of the problem was indicated by STEWART who examined the frequency of variations in the activities and contacts of managers and found that they had an average one period along each day of an hour or longer
broken by fleeting contacts (telephone calls and personal visits less than five minutes) and one such period other day that was undisturbed.

As the fragmentation of work, creates difficulties to a managers and he can not be blamed for it, the manager may need help in improving the way in which they use their time, and here their own superior plays a vital training role.

1.3.4. INTERPERSONAL SKILL:

The most important aspects of manager's jobs that it requires to interact with other people. In order to be effective in their interactions with other people, the manager should be highly competent in interpersonal skills such as persuading and negotiating giving clear instruction, being good listener, working as a member of a team and chairing meetings.

In fact, few managers would regard themselves as highly competent in these tasks and therefore improving interpersonal skills tends to be continuing training requirement.

1.3.5. THE MANAGERIAL STYLE:

The dominant nature of managerial style of an organization has profound impact on the type of the organization culture, work atmosphere and the relationships between the members and other area of training and development.

From the point of view training, the dominant managerial style in a company is one of the considerable significance
since it largely determines the scope and objective for management and other area of training and development. For example, a company run by an autocratic management typically has training programmes for operative, crafts men, and possibly supervisor, but only limited provision for middle and junior management. The management training and development programmes should aim to change managers' behaviour by encouraging them to question their role and functions. The objects of such a programmes should be to produce managers who are self starters, also to work effectively, with the minimum of direction, and the qualities which are in contrast to the style of autocratic management.

The style of management in an organization is an important factor in determining the level and type of training and its success. In particular, a basic criterion for successful training and development at the management level is that, it is essentially compatible with the managers' current values and expectations. While it maybe considered necessary to change these, this usually takes time and training objectives must be carefully chosen bearing this in mind.

1.3.6. THE EXPERIENCE FACTOR:
Because of their uniqueness and complexity, managerial jobs are usually difficult to learn. Part of this difficulty lies in the managers trying to learn what his job consists of, a problem aggravated by the fact that it is problem changing in emphasis and in direction over short periods of time.
However in many ways a more difficult learning obstacle facing a manager is gaining the kinds of experience needs in order to do this job effectively.

Worthwhile experience comes from being responsible for doing a job and not for simply observing how someone else does it. Gaining experience necessarily takes time even if it is well planned and organized, but the learning process may be speeded up by manager being moved through a series of carefully chosen jobs which just "stretch" him, by his being helped as required with other appropriate training and education.

The fact remain that much manager training and development is a long term business, and many decisions on the training and development of managers are comparable with those involving capital investment in plant and building. They must be taken even in advance of the time when the plant benefits will be needs as the "lead" time are often measured in years.

1.3.7. SKILLS OF THE MANAGERS:

As we have discussed the characteristic features of managerial jobs, it is essential to describe in brief the skills of training managers. There are several skills for the managers which must be proficient in that skill, depending on the level of managerial responsibility.

There are three basic skills that the effective management must have: Technical, Human, and Conceptual skills. All these three management skills are important at every level of
management, but the relative importance of the skills varies with the level of managerial responsibility. For example for the top management the most important is the conceptual skill. In this regard KATZ has suggested and defined the following basic skills:

1. Technical skills: Technical skills implies an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedure or techniques. Technical skills then is occupationally, concrete, and functional. The training manager must be proficient in several technical skills of great importance in his professional work.

2. Human skills: All history as well as current experience, point to the fact that it is man, not nature, who provide the primary sources and the key factors of all economic development comes out of the mind of man, according to the THEODORE SCHULTS is of the view that most important economic resource in the world consist of the acquired abilities of people, their educations, experience, skills and health. He argues in his book "Investing in people" that the quantum of population is not always necessarily a drag on any country, if adequate investment is made in improving the acquired abilities of people, which will enhance the value of human capital and contribute to productivity.

Further added that the human skill is the executive abilities to work effectively as a group member and to built
cooperative efforts within the team he leads. As the technical skill is primarily concerned with working with things (process or physical objects), so human skill primarily concerned with working with people. This skill is demonstrated in the way the individual perceives his superiors, equals and subordinates, and in the way he behaves subsequently. Because a training manager must work closely with his subordinates, his peers, and his superiors, as well as with staff personnel, he must possess a considerable amount of human skill. Furthermore, he must understand himself and his attitudes. He must know his motivations, biases and blind spots. He must be able to deal effectively with interpersonal conflicts, and also he must be able to create an environment in which both he and his subordinates feel secure an atmosphere in which people can work together.

3. Conceptual skills: Conceptual skill involves the ability to see the organization as a whole, it involves recognizing how the various functions of the organization depend on one another. Conceptual skill, then involves the ability of the manager to coordinate and integrate all activities, interests, and perspective of individuals and groups that make up an organization.

Therefore all three skills which discussed above are important for all level of management, and it is depending on the responsibility of the manager. For example the technical skill is most important for the lower level of the
management. Human skill is essential to effective management at all levels. Conceptual skill, although is not important at the lower levels of management but is most important at the top levels of management. The top level training manager in an organization may lack of technical skill and human skill and still be effective. But if he lacks conceptual skill, the success of training activity will be in danger.

1.4. TOWARDS A CONCEPT OF MANAGEMENT TRAINING:

In this chapter the term of training and manager has already stated that the training means investment in human resources, or is a process to improve the persons skills, knowledge, attitudes, for the related jobs. And management in short can be expressed that getting something done through or with other people. Then the term of management training is the process of developing managers skills, knowledge and attitudes towards instruction, demonstration, practice and planned experience to meet the present and future needs of the business. 15 The training is essential for all groups of managers, in this regard EDVIN. J. SINGER (1970) has stated that three groups of managers required training: Managers in their present jobs, New managers, and Managers who are likely to be promoted.

This analyses clearly indicates that the institution organized training for manager at the junior, middle, and top levels, is based on the idea that management is essentially a human relations jobs and training is the only rational means
of trying to develop it. This implies in the manager, a capacity to deal with men and problems and the ability to organize and control the development of the organization to which he belongs.

1.4.1. INTERNAL NEED FOR DEVELOPMENT:

The managers job, whether in small business or in a big corporation is mostly one of handling men and ensuring that the whole groups works for a common objective. For what is called leadership in industry has to be systematically built up. If by leadership it is mean the ability to influence the thoughts and actions of others, so as to serve to the maximum objectives of the business, then the manager has to be a good leader and has to strive to develop the essential leadership traits in such a way what his personality can be projected to serve his management functions.

Training for management, therefore is necessarily training in leadership or human relation. If one is to be a better manager, one to be a better man. Basically speaking, training in industry owes its origin to a general awareness of the need to equip men to do their job by conditioning developing and appreciation of what is called the philosophy of management.

So that they can give to their date to day work a useful and essentially practicables. Training purposes that at all levels of management, the functions involved imply more a quicker grasp of basic essential rather than a mechanical
assimilation of technical or procedural details.

Further training presupposes that what is behaviourally required can be treated as a problem to be solved by systematically following a pre-determined path. As WARREN (1969) argues that the only valid result of training is a measurable increase or improvement in a person's contribution to the organizational goals.16

From this perspective it can be defined that training is a process through which experiences are deliberately offered to trainees to enable them to absorb some new positive, understanding value, attitude, techniques, or skill. LANDY and TRUMBO (1976) has defined training as: 17

"A planned activity or activities on the part of an organization to increase job knowledge and skills, or to modify the attitudes and social behaviour of its members in ways consistent with the goals of the organization and the requirement of the job."

Management development on the other hand is to prepare managers to perform their duties beyond that presently held and to accept responsibilities greater than they have now. In this sense it involves the acquisition of broader knowledge and skills, as the element of individual growth is essentially distinguishing feature of development management training and development in this broader sense rest on a perception that a person learns both to be and to do largely through experience, which may be actual, simulated, or vicarious.
As stated by STOKES (1966) the human being is largely a product of such a learning, and an appreciation of how he or she learns is requisite of any training activities.

1.4.2. CONDITIONS FOR LEARNING THROUGH TRAINING:

The general of perception of this process is one which emphasizes that the individual will learn effectively if three main conditions are met, these are:

1. The individual is motivated to learn something new to understand or cope of his or her environment.

2. The individual understands something of the relationship between what is to be learned and some acceptable which be or she possess or of with he or she persuaded of the relevance to the achievement of these goals.

3. The individual has the capacity and ability to learn what is required for the purpose. This in turn depends on the individual having learned early, how generally to cope and how to learn from that coping experience.

Motivation, understanding, and capacity from the tripod on which all effective training rest. Though the training learning occurs as the individual interacts with his experience. From this interaction the individual manager views, attitudes, and behaviour patterns. But he is likely to do so comparatively slowly and without conformity to standard situation, unless there is something more, learning through management training is rarely just a matter of experience, skill situation in frequently just a matter of
practice making perfect and perspective formation simply on effect of trial and error.

According to conditioning theory, learning is likely to occur if the experience is repeated and successful achievement reinforces the individual in the specific response. Seen from another viewpoint this occur when the learner either consciously or unconsciously uses a closed loop control construct to help him or her organize the information produced by the experience so that a kind of rational learning occurs.

In yet a third conception, which form the rational for discovery learning, learning is thought to occur as a result of the individual using detective or inductive, reasoning and active experimentation to find solutions to the problems he or she faces. Human agency is commonly involved in general socialization or specific training to the speed up the learning process and to establish standard acceptable outcomes. This ensures repetition of experiences, of some reactions of perspectives to assist organization, and assimilation. Good training deliberately structures has purposive interventions by others.

1.4.3. OBJECTIVES OF MANAGEMENT TRAINING:—Review of Literature:

The assessment rightly indicated that management is a continuing process. The necessity for such a continuous process arises from the fact that new threshold managers,
must be frequently trained for the specific jobs they are to perform. Even experienced managers require training not only to improve their performance in the job they fit at present, but also to fit themselves for more responsible and difficult positions. Continuing need to increase productivity and adopt to technological changes may also forces many managers to seek new assignment. The manager must be provided with a wide range of training opportunities. This should be based on increasing recognition of the need for greater competence in management. The primary objective of training has been expressed in different ways: i.e. 19

- Improving the efficiency and effectiveness of organizations by improving the performance of individual in their jobs.
- Preparing individuals for the future jobs and,
- Assisting the development of individuals for the sake of their careers and personnel fulfillment.

The evidence clearly indicates that, the recent years management training has emerged as an important activity in the management process and thus helping executives to acquire and apply knowledge, skills, abilities, and attitudes needed by the organizations to achieve its objectives.

The emergence of such a management training has the result of the objective for which the management training programmes are usually conducted, these objective as enumerated by JAINS RATAN KUMAR (1975) can be restated as: 20
1. To bring the current performance of each individual up to the highest attainable level and to develop whatever potential he may have for growing in the positions of higher responsibility.

2. To ensure the availability of qualified manager as required to meet the organizations current and future needs.

3. To ensure consistently high utilization of individual managerial and administrative capabilities.

4. To create a climate in which the individual can best attain his own goals by directing his efforts towards attainment of the goals of the organization.

5. To increase productivity by conceptual skill, imagination and judgment in individual as the chief concern of organized behaviour for tomorrow.

The objectives and the subsequent process of training is expected to provide many benefits to a company. Therefore it is essential to express the benefit of management training.

1.4.4. BENEFITS OF TRAINING:

There is no doubt that, the training programmes gives several benefits if the a person are trained well in his job. Training are able to solve a variety of manpower problems which militate against optimum productivity, and also it is a functional part of organization. There are several benefits, for levels of managers. If the managers have been well designed trained, Then the following benefits can be occur:
1. Increasing the productivity or output.
2. Develop new skills, knowledge, process, methods or modification thereof.
3. Reduce waste, accidents, turnover, lateness, absenteeism and other overhead.
4. Implement or changed policies or regulations.
5. Bring members to that levels of performance which meet the standard of performance to the job.
6. Develop replacement, prepare people for advancement, improve manpower development, and ensure continuity of leadership.
7. Ensure the survival and growth of the enterprises.
8. Increasing the company satisfaction.
9. And better communication.

It was stated by J.P.J. KENNEY and E.L. DONNELLY (1972) that in general terms certain benefit can be expected as training is only one of many variables which influence business activities, these benefits includes: 21

1. Training helps managers to learn their jobs quickly and effectively. It also helps minimise the cost incurred by them while learning their jobs.
2. Existing manager can be helped by training to improve their work performance and to keep up to date in their special fields.
3. The standard of qualify work required by the company is more likely to be achieved and maintained if managers are well trained.
4. A greater volume of work can be expected from trained managers, partly because they make fewer mistakes.

5. A reduction in work errors benefits a company in two ways; First the management can spend more time on planning and development activities instead of correcting mistakes. Second, cost of of correction errors, often once time are eliminated.

6. Turnover among new managerial staff, if caused by ineffective learning and inadequate training can be required. The managerial staff who are helped by efficient training to learn their jobs rapidly are more likely to achieve a high level of job satisfaction soon after joining the company and so ten to remain longer.

JONES and MAXHEM (1969) have shown that the benefits to a company of improved retention of new staff, although most always obvious, may outweigh in importance many of others benefits in this list.

7. Retention of staff is an advantage to a company only so long as the skill and knowledge of its managers contribute to the company's operation. By retention staff, new abilities replace obsolescent expertise.

8. A company needs a flexible managers to operate efficiently when, there is shortage of manpower. Training increases staff versatility by widening their range of expertise to include related jobs.

9. And finally, the managers are less likely to become
frustrated and learn if opportunities for further training and development are available within the company.

However, it should be noted that the effectiveness of management training programmes and its benefit would ultimately depends up the process aspects of training. In this regard it is essential to stress some discussion on the process of management training.

1.4.5. PROCESS OF MANAGEMENT TRAINING- A Critical Analysis:

The traditional description of a management training process usually sets down a number of steps such as the following:
1. Determine training needs on the other word, identification of training needs.
2. choose a theoretical approach appropriate to the type of things that must be thought.
3. Defines the objective of the training efforts.
4. Develop a training programme to meet the objectives.
5. Identify the individuals to be trained.
6. Conducting the training.
7. Determine whether, the training has met its objectives.

Recently however this view of the training functions has come under criticism from those wanting to conceptualized training from the point of view of systems or communications theory. These includes BROWN (1966), CROWFORD (1962),
ODIORN (1965), according to these invitees several things are wrong with the above formulation.

First, starting a training process with a determination of training needs is not enough. Then goals of the organization must be first examined to see whether training needs identified among individuals managers are relevant to these goals.

A manager may be very deficient in human relations skills, but of such skills are irrelevant to the organization tasks and goals. They are not appropriate subject for training. By the same reasoning it maybe for more important to institute training for an aspects of management performance that is judged less deficient than some other aspect if the former is many times more important for the organizations overall goals.

Second, the steps in the training process listed above really imply that the training programme has a definite beginning has met its objectives, then programme is complete. Not so say the critics. For example ODIORN (1965) argues that we should borrow the cybernetics model from the communication and view training as a continuous process. Ideally the evaluation provisions for feedback informations to how the determination of training needs and the training process itself could be improved. 26

In management jargon he is preparing a feedback loop which really serves two purposes. It makes it possible for the
training programme to be constantly improved and to be raised more effectively with new training group, and it enable the training programme to change if goals of the organizations or the training needs change. Training is thus viewed as a continuous and self correcting process.

Third, the degree to which a training programmes meets its objectives can not be really assessed or measured at any one particular points in time, as seems to be implied by the traditional view. Feedback to the process should continue to occur for a considerable time after the trainee has left the formal training environment. The organization is not necessarily worried about managers change. he performance during the twenty four hours period immediately after the conclusion of the programme, or even a week or a month later. It is the sum of this behaviour changes over the substantial period of time which is at issue.

Finally, the traditional conceptualization tends to ignore the fact that the output of organization training programmes which are in the form of new knowledge, skills or attitudes, interact with the output of other programmes conducted by the organization. For example SCHEIN (1964) illustrate how a recruiting and selection programme that obtains topnotch college graduates and promises. Great opportunities in the firm can interact in a negative fashion with a job rotation programme that provide neo challenges or opportunities to learn. On a somewhat different level, the values installed by
a training programme may conflict with the values held by top management, and a great deal of dissatisfaction and conflict may result. 

Similarly, FIEDLER (1965) pointed out that it might tremendously expensive to try to teach a particular leadership style to an individual who by the very nature of his responsibility is almost incapable of practicing it. It might be much better for the organization to change the job rather than man. 

From a somewhat deferent examination of the same problem CRONBACH and GLESER (1965) convincing argue that the benefits of the training maybe greatly enhanced if the methods used can be varied to suit the ability and characteristics of the trainees.

Teaching human relations to engineers for example might requires a very deferent sort of procedures from that used to teach the same skill to live superiors who have come up through the ranks.

The initial value orientation and expectation of these two groups considerably deferent. In sum the above points of criticism meant to characters the system approach to conceptualizing the training function. Such an approach goes beyond merely recognizing that it is the lines ultimate responsibility to train, with the training staff acting in a consultative capacity. It implies that the training functions is a subsystem within a larger system and that while it has its own inputs and outputs. These overlaps and interact with the inputs and outputs of the entire organization. Pushed to
its logical extreme, this means that the time a managers spends in a training session must be demonstrated to be worth more in terms of the organizations goals than a similar period of time spent on some other activity. While it may not be possible to demonstrates such things in Rupees. The admonition of the systems approach is to consider as carefully as possible all the points in the organization where training activity interacts with other programme must be heeded.

1.5. HUMAN RESOURCE MANAGEMENT:— Briefly in Historical Background:

The field of human resource management lot of changes and growth has taken over the past two hundred years. To simplifying the evolution, four major shift can be identified to summarized the changes. The first shift occurred when worker left their homes and went to the work in factories. This is allow organization to increase production through machinery and work techniques. Soon it become obvious that the concentration on production left workers unhappy. In order to deal with these problems attention was turned to the workers. More recently, in an effort to remain competitive, it became apparent that a more balanced approach between production requirement and employees needs was required. Finally steps have taken to treat the separate human resource management functions as a whole.
Therefore it would be necessary to include discussion of some aspects of human resource development, such as concept and definition, its importance, and training which is a tool for improving the human resource management and development.

1.5.1. Concept and Meaning of Human Resource:

Human resources simply we can say that, the number of people living in a country constitute its manpower. This is one of the most vital resource of a country because it is human force which exploits the population of the country. In the other word, the term of human resources including more or less the entire population of country, which could be put to productive work. These are the energies, skills, talent, and knowledge of the people present and potential which can be applied to the production of goods or rendering of useful sources.

The human resource development is based on the concept that every human being has some potential to the considerable things. It is continuous process and can be achieved by organizing the organizational process in a scientific method which can create organizational climate human resource to do a job, can give feeling of a team and can develop commitment in the people.

Human resource development in the organizational context, is a process by which employees of an organization are continuously helped in a planned way:
- To acquire capabilities (knowledge, perspective, attitudes, values and skills) required to perform various tasks or functions associated with their present or future expected roles.

- To develop their general enabling capabilities as individuals so that they are able to discover and utilities their own inner potential for their own or organizational development purposes.

- To develop an organizational culture were superior, subordinate relationships, team work and collaboration among different sub-units are strong and contribute to the organizational health, dynamism and pride of employees. 30

Another concept of human resource development is that investment in human beings is necessary. Investment for the increasing the resource is important and the more an organization invest in its human resources, the greater the return from the investment is likely to be.

In the national context, human resource development is a process by which the people in various groups (age groups, regional groups, socio-economic groups, community groups, etc.) are helped to acquire new competencies and develop a sense of pride in their country.

Therefore management manpower in a simple way is that those who are working in the managerial position. In this regard T.A.A. LATIFF (1977) has discussed given a tolerable definition is: "Managerial Manpower" consists of those persons who are generally above the supervisory level in
manufacturing and marketing companies and these above the superintendent and who have the competence and capacity to run the department, do the decision making and worked done by others which this competencies acquired ether through formal management education or through the well designed training programmes. 31

Thus managerial manpower includes those who are trained as managers without being engaged in jobs which could be identified with their acquired qualifications.

1.5.2. IMPORTANCE OF MANAGERIAL MANPOWER:

the human resources are the key to economic development, these resources account large part of national output. The study of human resource management (HRM) is vital from point of economic welfare. These factors provide a dynamic character of economy. However this resource are being wasted through the lack of opportunities, unemployment, obsolescence of skills and poor personnel practices.

The raw human resources make limited contribution towards the organizational effectiveness.

the human resources are also important at the individual level of analysis. Then there is a urgent need for the effective utilization of human resources, and it is necessary, to take certain steps for the activating and improving the organization’s human resources. At present human factor in industry is recognized and manpower represent the most valuable single asset of business and on which it's
future prosperity depends. Output can be high only when workers work willingly. Human resources are important from psychological angles, they require a particular psychological environment to work. The essence of psychological environment is motivation which provides dynamism to these unique resources.

From the above discussion point out that the human resources of managerial manpower are the utmost importance in organizational effectiveness or efficiency, and there is a urgent need for developing them. Indeed the potential for the development of this resources are unlimited. Further adding that, the purpose of human resource management (HRM) is to improve the productive contribution of people to the organization.

1.5.3. A TOOL FOR DEVELOPING HUMAN RESOURCE MANAGEMENT—THROUGH TRAINING PROGRAMME:

Due to the changes taken place in technological advancement, the training is the most important function that directly contribute to the development of human resources. To meet the requirements of changing environment of individual sector, human resources need to be refreshed from time to time through the training. The development in the quality of human resources through training inputs is vital importance. The training of human resources essentially implies improving job knowledge, and attitude change.

Further discussion of training a tool for the development
human resources, B.L. MATHUR (1994)\textsuperscript{32} has stated the following points:

1. The training is only tool available in modern times which makes a positive contribution towards an individual meaningful existence. It is important because it is the means of achievement of national goals and not an end itself.

2. The training is the pre-requisite improved performance and preparing the human resources for new jobs, promotions and change over modern technology and equipment.

3. The individual who are well equipped with requisite training, accomplish their basic human needs such as security, and ego satisfaction. A well trained work force is the greatest to the organization.

4. The training forms a major manpower function and a continuing process in view of dynamic nature of business and industrial economy. Accordingly training has become a significant problem solving tool.

5. The training has to be an ongoing process not only for updating the knowledge and skills of people, but also for developing appropriate attitudes and values in view the changing technology, environment and condition of work.

Therefore, the training is a tool and essential for the developing of human resources, because of technological changes continuously. The system are getting in technology , including technical, managerial and behavioural aspects.
1.6. MANAGEMENT EDUCATION AND TRAINING:

Background of Education and Training: Management education and training efforts in Indian were taken up after the independence but hectic efforts started after 1960. Variety of institution come into existence for the education and training programmes covering all facets of management in all sectors of Indian economy. these institutions has taken the responsibility of management education and training.

There are today nearly 80 Universities departments, four IIMS and about 35 other institutions which offer a variety of management educational programmes. Beginning with less than ten institutions in 1950s, and have added 20 more in 1960s, another 30 in the 1970s and about 40 so far in the 1980s. Several of them are outgrowths of erstwhile Commerce departments in Universities. A new development is the emergence of affiliateds colleges in the University system which offer various kinds of management programmes. 33

1. Management Education: Many of the institutions specially Universities and management institutes impart management education and confer degree or diploma in the management course. These programmes are highly academic and it is for long term period, and general in nature. Therefore these institutions prepare the younger generations for management profession by providing more of the knowledge inputs generally. Education are essentially pre-requisites for managerial skills if a country is to move along high path.
2. Management Training: Some institutions cater to the specific needs of the in-service people as well as prepare newly recruited personnel for the jobs. They provide job oriented training and claim to improve job related knowledge, skill and attitude of the managerial personnel of organization. These programmes are usually concentrated for the improvement of managerial skills. Such training programmes are highly specialized, and practical and short period, and also the progress of the learner can be measured.

1.6.1 CONCEPT OF EDUCATION, TRAINING AND DEVELOPMENT:

Briefly, Education and Training are a learning of knowledge and both are continuous for whole life, And improving the people ability. Although learnings is the common factor in both educational and training but practically there is differences between them. Then each of these terms discussed separately.

1. Education: It is part of the learning which is concerned with the developing general knowledge, understanding and background of our total environment and may continue throughout the human life. The purpose of the education is to preparing the people to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to it. The nature of the knowledge which contained in education are different levels like arts, science, and commerce, etc. In this regard ALFERED NORTH WHITEHEAD, the great educational
philosopher defined education as "the acquisition of the art of utilization of knowledge." Education is an all inclusive terms, taking into consideration all learning activities, including these oriented towards profit.

Furthermore management education can be defined that imparting knowledge, skills, and experiences of management discipline in the learner, in general, and giving awareness about the organization and enabling them to work for socio-economic betterment of their own, their organization and the society or nation.

2. **Training:** The concept or definition of training in this chapter has already discussed. Training is that part of learning which is essentially improving the job related knowledge, skills, attitudes, in a person and it is concerned with the work of the people. Added that B.L. MARTHUR (1994) has defined as: The training refers to the organizations efforts to improve an individual's ability to perform a job or organizational role. 34

Therefore management training refers to improving managerial skills, knowledge, attitudes and finally improving the organizational goals.

3. **Development:** Another term used in management education and training field is development means progress made. The progress made in learning through the training programmes, and acquired knowledge which is transferred to his job, to the extent which he has developed. Thus management
development is the application of the acquired knowledge, skill, and attitude to the job offer the training.

1.6.2. DIFFERENCES BETWEEN EDUCATION AND TRAINING:

Both education and training promotes learning and activities and provide confidence in the learned (trained) person to apply his learning in the better situation. Despite of such a similarity there are point of differences between the two. Some of the differences has mentioned and to distinguish more differences between the education and training A.K.SAH (1991) discussed the following differences:

1. *Behavioural outcome*: Training can and should specify the work behaviour of the trainee at the end of his training programme. In the other word, training objectives can be expressed in behavioral terms while educational objectives are not amenable to definition in behavioural terms because they are very complex and in many cases they are unknown.

2. *Job verses person centered*: Training is concerned with the performance, hence it is job centered. Whereas education is concerned with the personal development and learner is free to use his understanding in his own way to specific situations. Hence education is more person oriented.

3. *Duration*: Training objectives can be achieved in short duration, but education takes longer duration to realized
its objectives. This is the reason why training programme is short ranged while educational programme is of long period.

4. Mechanistic versus organic learning: Training is mechanistic learning which is achieved as a result of stimuli and responses, reinforced by practices. Education is organic learning which involves a change in the individual rather than what he can do. Thus outcome of education is difficult to predict.

5. Content of learning: Learning content of training also differ from that of education. Training provides the learner with attitude, knowledge and skills necessary to carry out specific work tasks. Learning contents of training, therefore should essentially be practical and relevant to the job and organization. In contrast educational contents are usually theoretical and conceptual materials and aimed at stimulating individual's analytical and critical faculties. It is concerned with broadening the mental horizon of the learner. Learning materials of an education programme are derived from diverse sources and therefore they are general in nature.

6. Methods, and techniques of learning: Methods, tools and techniques used in education and training are also different. Education used pedagogical tools and techniques while training used an dragogy concept and technology.
Education is more teacher-centered whereas training is highly learner-oriented.

7. **Measurement of impact**: Training improves job performance. It is therefore essential that impact of training on the learner and his organization must be measured to substantiate effectiveness of training. Education is concerned with the personality development of person which is very difficult to measure because such development is a function of complex processes and factors.

1.7. **FUTURISTIC VIEW ON MANAGEMENT TRAINING**:

The essence of any discussion on the aspects of management training underlies on the importance of consideration of the future trends that are going to take place in the field of management training. It is true to the fact that the nature, scope and content of the management training programmes have been rapidly undergoing changes. New methods and techniques have been developed to meet the ever changing requirements of management training. All the development have been to accommodate the external pressure and environmental changes.

Similarly, the future is going to bring several changes in the concept of process of management training. Failure to account its impacts on policies and on what needs to be given emphasis in the organization has more than any factor has resulted in difficulty in keeping up with the times. It has also brought about the diminution of competitive position and status, and it has often been the major cause of inability of
success.

In a true sense training is no exception to this fundamental truth, which has to be recognized by every person associated with the task of improving managerial efficiency through training. The training function in future must pursue the objectives and it has to be administered in accord with the changing demands of the organization and it's personnel, otherwise the training which is conducted solely to gear up the goal of preparing executive for immediate productivity will face with a never ending retraining problem and an ineffective human resources, who will not be in a position to the changes effectively.

The managerial training can not be victim of tradition and have its efforts emphasize the needs of the past or even the present, rather than the essentials for continuing effectiveness. The future management training activities must be prepared and administered to cope successfully with the many factors which have a bearing on productivity, rather than on concentrating on job contents.

All this require that management training must assume a different and more important status in the organization and structure it's thinking and responsibilities to cope with the requirements of the new environment.

In this direction what is more important is that of consideration of the basic elements on the changing requirement, which have influence on the effectiveness of an organization. In a direction to think positively it is
essential that the training personnel has to evaluate the answers to such questions as what is the new environment. How does it differ from the past, what is the impact of new environment on the various production and on particular industries and organizations, what kind of human resource will be required. How can these new and different requirements to expected to training in terms of its objectives, policies, plans and programmes? If the training is going to make the true contribution necessary for adopting to change in order to meet the changes of the times it is pertinent to have answers to the above questions.

As a result of these challenges, there exist additional demands on management training. No doubt that the training skill or task or increasing job proficiency. While these always be part of objectives of management training, it's goals must also become one of the finding ways and means of developing and enlarging traits which will be increasingly pertinent satisfactory job performance, these traits are:

1. The ability to adopt to change - technical, social, and environmental.
2. The ability to change from mastery of a single skill to breadth of knowledge.
3. The ability to change from a singular to conceptual understanding.
4. The willingness to be, not a follower, but a self motivated individual.
5. The willingness to give up being a mere order and become
both imaginative and analytical.

6. Open mindedman to make the shift from dependence to independence and professionalism.

The usual approach to the management training is to organize specific training programmes to provide new techniques called for by changes in equipment or changes in company product or process.

Training is not looked up as a way of life by the organization. It is seen simply as a vehicle to help, solve an immediate and pressing problems. This concept of management training must now shift to the kind that will provide the traits which will enables the executives to anticipate changes and develop the mental aptitude and knowledge necessary to adopt readily to such a changes.

Accomplishment of this objective require that management training should be considered as a continuous process. Refresher courses of training session designed to teach a new technique will no longer be effective, unless the executive is kept up to date with knowledge, advances and basic developments in the area of his skills and jobs.

In this regard PETER DRUCKER stated that "the essential point is that the tomorrow executives are going to be people with high education, people who work with their brains, rather than with hands. Their work is not physical, it is work of the mind. The only ways to increase their productivity is to increase output and the effectiveness of
the mind. This can be accomplished only if we succeed both in making each of these men made productive in his own right and then in making this contribution more effective throughout the organization."

All this point to the management to the training as growing factor in determining productivity, and profitability. One that will come to be recognized as an important aspect of social responsibility and a pre-requisite to the economic health only to the organization, but also to the nation. Training can no longer be simply teaching and learning and it involves much more than just attaining competence in a particular task or skill. The day has arrived when training can not be looked up on simply as a isolated aspect of productivity, rather it must be viewed as an integrated part of an overall plan to maintain and increase employee proficiency and contribution to the organization.

Concerned with the view BORIC (1965) has suggested that, "up to date technical education, whether in schools, in industry, or both is not sufficient to create an effective working force. Behind the technical institution it is essential to have a sound general education, even on purely utilization grounds. If there is not the understanding of basic knowledge, no amount of training techniques can get beyond a certain stage, while the possibility of readaptation should the need arises is greatly reduced." 37

The concept of training therefore as held and implemented in many organization must give a way to the concept of
development or total training. The objective now becomes one of developing the employee in all areas, and aspect through which he can contribute to the organization. This necessitates given attention to structuring the organization and developing the employees traits.

In addition to specific job or task effectiveness the purpose of training becomes one of the developing and pressuring ability to adapt to change breath of knowledge, conceptual understanding, self motivation, creativity and imagination, self confidence and independence in work.

1.8. LABOUR TRAINING:- Concepts, Principles and Purpose of Skills Training.

As in earlier part of this chapter has already discussed regarding training that, the concept of training is a process to improving Person's skills, knowledge, attitudes for his task. In the other word, the training is an investment in human resource. The ability of the labour can be improved by effective training. However the effectiveness of training depends on how much the workers learn from a training programme. Hence it is desirable to highlight the important aspects of learning as indicated by WILLIAM J. MICHEELS (1934) as follows:

1. Learning requires purposeful activity.
2. Learning is a process of the whole individual.
4. Learning is based on past experiences.
5. Learning results from stimulation through the senses.
6. The more vivid and intense the impressions, the greater the chance of remembering.
7. Interest is essential to effective learning. Learning requires motivation.
8. Friendly competition stimulates learning.
9. Recognition and credit provide strong incentives for learning.
10. People learn more when they are held to account and made to feel responsible for learning.
11. Knowing why makes learning more effective.
12. Knowledge of standards required makes learning more effective.
13. Things should be taught the way they are to used.
14. Teaching should be logical or orderly.
15. The most effective learning results when initial learning is followed immediately by applications.
16. Early successes increase chances for effective learning.
17. Repetition, accompanied by constant effort toward improvement, makes for effective development of skill.
18. Feelings of both teacher and student affect learning.
19. Students learn many things in addition to skills and information (attitudes, interests, appreciations, etc.).
20. Continuous evaluation is essential to effective learning.
1.8.1. SKILLS ANALYSIS TRAINING FOR LABOUR:

The skills training is concerned with training for work, enabling people to do things whereby they may produce goods and services and earn a living.

The primary factor in satisfaction at work is the man-task relationship. If the worker is not on top of his job, the job will be on top of him or her, and these circumstances the individual will tend to be unhappy, dissatisfied and quite likely to ask for his cards. The job satisfaction will not be achieved until the abilities of the worker have been adapted by proper training to the job.

Therefore, the prime purpose of training is to establish the best relationship between the worker and his job, the optimum man-task relationship. Such a relationship is at its best when:

1. The attitude to the job is right;
2. When the worker's knowledge of the job is adequate;
3. And when he has developed the necessary skills.

Skills analysis methods base the training for the skills and knowledge content on the analysis of the experienced worker's performance. The development of the right attitude to the task, and to learning, it depends very much upon the instructor who trains the worker, and upon the person who supervises his work. Hence both the instructor and supervisor, as well as the manager, need to understand the training method, and to appreciate the part each has to play.
in enabling the worker to become fully proficient at, and "at home" with his job.

*What is purpose of skills analysis training:* It is important to consider, first of all, what is our purpose in training for skills at work in industry? The prime purpose in training in industry is to enable the new worker to attain the standards of output and quality of the experienced workers in the shortest possible time.

This definition is simple and straightforward, but deserves more careful consideration. First of all, we are considering the new worker, that is to say, the person who is engaged upon a job for the first time. Such persons may be entirely new to industry, or have changed their occupation, joined a new firm or been transferred to an entirely different branch of same firm. The second point worth nothing is, that this definition brings into the concept of standard, we are not just concerned with training people, but training them to a standard, and the standard which is adopted is that of the experienced worker's performance. Thus in this regard indicated by W. DOUGLAS SEYMOUR (1968) that, skills analysis training is used in industry for three main purposes:

1. To enable new workers to attain the standards of output and quality of the experienced workers in the shortest possible time.

2. To retrain existing workers whose productivity or quality standards are below par.
3. To train existing workers to undertake new and different types of work which are called for as result either of technological or of market changes.

There are also three principles which constitute the foundation of industrial training for skills at work as follows: 40

1. That in industry today, to show the worker the job and leave him to pick up himself the standards of output and quality required is inadequate.

2. That the whole period up to the attainment of the experienced worker's standard of output and quality must be considered as training.

3. That an analysis and understanding of the skills and knowledge used by the experience workers form the only satisfactory basis for training.

1.8.2. PRINCIPLES OF TEACHING BASIC WORK SKILLS:

As part of training what is important is that of imparting or improving the skills of the employees are basically concerned with skills rather developing theoretical or conceptual skills. Hence it is desirable to emphasis basic principles of teaching basic work skills. In this regard MORRIS VITELES (1934) provides the following principles for acquiring work skills: 41

1. The worker must be taught and must practice only correct methods of work. This is the basic principles.

2. First establish the best way of doing-use job analysis
and/or time and motion study techniques.

3. Follow the principles of best movements in work.

4. Job training under actual working conditions is superior to classroom and formal training.

5. Emphasise accuracy first-speed second.

6. Training is more efficient when distributed over short periods of time.

7. Remember the practice aims-efficiency increases with repetition of the task. However, you should expect learning plateaus when no apparent progress is made, followed by traditional spurts of improvement. Therefore you should carry out distributed practice over longer period than is commonly believed (otherwise workers settle down at production speeds lower than their real abilities).

8. When a plateau is reached, use incentives and other devices to get more improvement.

9. Age and learning: You can train older workers as well as younger ones. Learning ability does not deteriorate rapidly with age-instead, older workers have learned more bad habits and therefore need retraining.

Principles of teaching basic physical movement: The following principles stated by VITELES:

1. Successive movements should be so related that one movement passes easily into that which follows, each ending in a position favourable for the beginning of next movement.
2. The order of movement should be so arranged that little direct attention is needed for passage from one to another.

3. The sequence of movements is to be framed so that an easy rhythm can be established in the automatic performance of the various elements of operation.

4. From the principles which have been stated follows the corollary that a continuous movement is preferable to angular movements involving sudden changes in the direction of movement.

5. The number of movements should be reduced as far as possible within the scope of limitations suggested above. In general, reducing the number of movements will facilitate a rhythmic method of working and automatisation as a means of reducing the volitional direction work.

6. Simultaneous use of both hands should be encouraged.

7. When a forcible stroke is required, the direction of movement and placement of material should be so arranged that, as far as practicable, the stroke is delivered when it has reached its greatest momentum.

The Federal Security Agency in U.S.A. lists some ways to help speed employee learning by the supervisors:

1. In getting across information, emphasises its use and application on the job.

2. Stir the learner to activity; get him to participate.

3. Give the employee time to digest what he learn.
4. Help the employee see what is specially important. Help the employee understand the meaning of what he is learning.

Application of these sound principles of training will make the training programme very effective resulting in various advantages to the employee and the employer and in final analysis, to the nation and national economic growth.

1.9. PERFORMANCE APPRAISAL:

As Performance appraisal is one of the methods of training that will be discussing in the forth chapter. Therefore it is essential to give a brief introduction of Performance appraisal and what is its main purposes.

Performance appraisal or merit rating is one of the oldest and most universal practices of management. It refers to all formal procedures used in working organizations to evaluate the personalities and contributions and potential of a group members. Modern management makes somewhat less use of the term merit rating than was common in earlier periods. Hence the appraisal of employees serves several useful purposes: 43

1. It can serve as a basis for job changing or promotion. By establishing whether the worker can contribute still more in different or a higher job it helps in his suitable promotion and placement.

2. By identifying the strengths and weaknesses of an employee it serves as guide for formulating a suitable training and development programme to improve his quality of
performance in his present work.

3. It serves as a feedback to the employee. By letting the employee know how well he is doing or where he stands with his superior it tells him what he can do to improve his present performance and go up in the management hierarchy. The appraisal thus facilitates multiplication of managerial resources.

4. It serves as an important incentive to all employees who are by the existence of an appraisal system assured of the management's continued interest in them and of their continuous possibility to develop. The employees realize that not only are they being continuously observed but that they have not been forgotten.

5. The existence of a regular appraisal system tends to make the supervisors and executives more observant of their subordinates because they know that they will be expected periodically to fill out rating forms and would be called upon to justify their estimates. This knowledge results in improved supervision.

6. Performance appraisal often provides the rational foundation for the payment of piece-work wages, bonus, etc. The estimates of the relative contributions of employees help to determine the rewards and privilege rationally.

7. Performance appraisal serves as a means for evaluating the effectiveness of devices used for the selection and classification of workers. Alternately, a knowledge of the characteristics of superior and inferior workers can be
helpful in selection and placement of workers.

8. Permanent performance appraisal records of employees help management to give up sole reliance upon personal knowledge of supervisors who may be shifted.

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