THEORITICAL FRAMEWORK

If you wish to plan for a year, sow seeds,
If you wish to plan for ten years, plant trees,
If you wish to plan for a lifetime, develop man.

- Chinese proverb
CHAPTER - 3

THEORITICAL FRAMEWORK

INTRODUCTION

India has the second largest pool of manpower in the world. Though humans are resources, they have to be trained and developed. Human Resources Development is a dynamic and continuous process encompassing individuals, organisations and societies. The core of the management 'the human core' is the essence of Human Resource Development. With this realisation increasing number of organisations are creating proper human resource development interventions for developing their employees. With economic liberalisation comprehensive implementation of human resource development programmes has become the order of the day for organisations facing intense internal and global competition. Human resource development with its eclectic boundaries and multifaceted dimensions appears to be the silver lining for resolving our problems and maladjustments in all spheres of organisational management. By pushing back the 'information age' the knowledge age has begun. Unless we create new knowledge, skills and insights into the workforce it will not be easy to succeed in competitive business challenges. An unrelenting demand is ahead for high skilled workforce. A well-trained workforce is the greatest asset to the organisation. Organisations tend to change, technology changes, job changes, methods of work changes and business volume changes constantly necessitating new understanding techniques and skills.¹
GLOBAL PERSPECTIVE

Globalisation waves have created considerable ripples in all-important areas of human resources - their training and professional development and of course, their interaction in the corporate world. The global environment demands upgradation of knowledge and skills in the existing employees and necessitate procurement of skilled, trained employees and retaining them. The impact of globalisation on human resource is significant, direct and complex.

Organisations need high performance systems with high skills and high adaptability in human resources. Constant upgrading of knowledge and broadened skill base of employees is becoming imperative to prevent human resource obsolescence. Information sharing is also critical if people at workplace are to contribute creatively than just physically.

In the present knowledge age, a large number of organisations, whether engaged in manufacturing or services, whether public or private sector, are laying emphasis on the development of human resources. The need for such development is an outcome of the pressure of changes in global scenario, which requires competent personnel to cope with changes. The term ‘training’ relates to the development of human resource potential for greater productivity. In other words, it is optimisation of human resources.

To fully realise the potential of training, organisations have to be receptive about organising employees training programmes which aim at improving the knowledge and skills and bring about a change in the behaviour of the individuals to meet the organisational needs in the context of the global
Information technology has opened up the physical boundaries of modern businesses, so that employees can work from any location. Work patterns have become more flexible by decreasing full-time jobs and increasing part-time jobs. The number of manual jobs has declined and the demand for higher-level skills and knowledge has increased. Activating some of the currently dormant needs of the individual, such as long-term aspirations for career development by exposing to a variety of learning experience and helping in realising full potential a gradual process is, thereby, set in motion thorough which employee’s preconceived notions, methods, ways and values are modified via the process of formal training in preparing him for global environment. This emphasises the importance of developing human resources to thrive on competitiveness.
environment. Training and development aims mainly at full utilisation of human potential, bringing about a high congruence between individual employee's needs for growth and development with the growth and objectives of the organisation.

NATIONAL PERSPECTIVE

Since independence, our efforts have been to develop a nation capable for competing with others in some strategic areas. Economic reforms have been changing the complexion of our business organisational environment quite fast. It is being increasingly felt that in a competitive environment, even a very well designed business plan for physical resources and products cannot ensure success. It requires a more comprehensive analysis that covers not just the physical resource, but also its human resources. Market positioning of the company is based on internal resource strengths and market opportunities.

Within the framework of our approach to economic development, competitive advantage based on the ownership of strategic raw material can be ensured only from the service of committed work force. Since human resource cannot be owned, only way that an organisation can ensure the services of high quality manpower adopting policies and practice that will make these valued employees to sell their services to the organisation. In order to succeed in this endeavour, it has to device new innovative incentives and other plans to attract these employees from the market, retain and motivate them to work for the organisation.
Traditionally, the human resource function in an organisation provided manpower to meet the strategic needs of the company and designed training and development programmes when there was shortage of skills. Thus, human resource function played a supporting role albeit a passive role in the strategic process. With increasing level of awareness that human resource is a source of competitive advantage, this passive role of the human resource function needs to change. They must play the role of strategic partner to the corporate plan. Along with business strategy, there is a need for a similar human resources strategy based on a thorough analysis and understanding of human resource environment, organisational mission and internal human resource strength and weaknesses.

Manpower resources are vital for better-output and higher productivity in every organisation, and for achieving the same, training is very essential. Training is a process of improving skills of the person and gives more awareness of the rules and procedures to guide the behaviour and improve the performance in work. Development is the result of training, which improves the performance as well as growth, and personality development of the individual. Training and development in an organisation is vital, without which the organisation cannot meet the challenges arising out of globalisation and liberalisation processes. Training and development is necessary to overcome the problem of shortage of trained and skilled persons, and to meet the future needs of organisation. It helps in redesigning the work, restructuring and rebuilding the organisational processes and norms; and can help in coping up with the changes. Although the significance of training has been increasingly
realised in India since 1970, it is only after 1990’s, that more emphasis is laid on human resource training. However, development of personnel is still one of the uncared areas which is ignored by many organisations in India.

The organisations are now compelled to implement the standard quality systems, like ISO 9000, ISO 14000, QS 9000, TPM, TQM, etc. for survival. The question arises is how to cope up with the changing scenario, the solution lies in training and development of the employees. Training and development is not only meant to cope up with the changes, but also to be ahead of others.

Organisations are not only facing stiff competition, but also compelled to discharge high quality products. So now, all the major organisations find it difficult to increase the productivity and provide high quality products and services. Higher production and supply of high quality products cannot be attained, without the high morale and motivation of employees. The development of the employees is not an easy task because they have to face more problems from placement to retirement.

ORGANISATIONAL PERSPECTIVE

High-level quality of performance requires high level of competent people. Competent and efficient people are very essential for growth and survival in today's industrial scenario. The human resource development activities increase the effectiveness and productivity of the organisation. Increasing global competition, expansion and growth of the organisation at large, innovation and technological change, lack of trained and skilled people, changes in society at large etc. necessitates training and development activities.
The main objective of HRD is to prepare the human resource to face the challenges of social, economic and technological changes. It prepares the people for better performance in future, which are required to be performed in case of diversification, expansion, modernization, economisation, etc. Another objective of training and development is to bridge the gap of present performance vis-a-vis required or targeted performance. Training and development aims to develop the employee's competency, organisational climate and employee motivation. It also has the potential of developing interpersonal relations, team spirit and overall organisational development. Development of personnel enhances the performance effectiveness of human resources at all levels and results in increase in productivity, proper waste management, energy conservation, overall reduction in cost of production and better quality of products. Training and development process is the main instrument to facilitate acquisition of desired competencies.

In an organisation, capital, technology and people are the major resources and the question is which resource is more vital. Definitely, all are vital. However, technology, money, or equipment can be more productive if effective and efficient personnel are there, who can buy or develop technology and can bring money or capital.

There are continuing training requirements, which have to be satisfied in order that the concern may meet the challenge of progress. Even when the business is in a contracting situation, training needs arise from the re-organisation of activities around a smaller workforce. Top management, especially the training departments, therefore, have to be a progressive unit-
geared to keep pace with changes in the organisational structures, the external influence, technology, pressure for efficiency and cost-effectiveness, etc. Moreover, there are changes taking place in the employees themselves, in their educational and experience levels, knowledge, skills, attitudes, expectations and group alignments in job-roles. All these demand constant monitoring of the changing situations and needs of the organisation, keeping up-to-date with relevant training research, matching training methods to the needs, evaluating the results in the interest of maintaining efficiency and effectiveness.

Training and development increases the performance effectiveness of personnel at all levels. It results in increase in productivity, waste management, cost reduction and better quality of products. The development of an individual has two components. One is the knowledge or skill acquired through training; and another is the knowledge or skill developed by him on the job. Training and development activities deal with the individual values, behaviour, action and thoughts. As such, it may be defined as the activities and processes undertaken to promote the cultural, social and economic development of the individual to maximize his highest human potential as a resource for the society.

**IMPORTANCE OF TRAINING AND DEVELOPMENT**

Modern world is propelled by technology, every aspect of our life is touched by technology driven activities. Without the development of technology progress of human civilisation could not be possible any more. Any technology and its uses require knowledge and skill. Without knowledge and
skill, even the best technology could not be of any use. Therefore for rapid progress in the society and economy through technological innovation and use, what is prerequisite is the availability of competently skilled human resource.

Eleen B. Leonard says, as quoted by Shashi Bala, "Technology is a vital and pervasive feature of modern society. As an integral part of almost every field of activity, it imposes on us daily are in multiple ways, making it virtually inconceivable to get through a day".²

**IMPORTANCE OF TRAINING**

Technology is revolutionising both organisations and training systems themselves. It is the time when organisations are moving from an industrial society to a knowledge society. In this environment, there is increasing concern about how to utilise training systems to develop a continuous learning philosophy. This dynamic, fast-moving, and complex environment makes it an especially exciting time to update training and development concept. The skills, abilities and experiences we do not currently possess must be developed through training. It can be got by no other means.³

There is a shift in our economy from a manufacturing to a service orientation. It is estimated that from 1998 to 2008, 90% of the growth of jobs will be the service sector. These jobs are characterised by an increase in the importance of people work, that is, working with customers and clients rather than interacting primarily with co-workers and things. Organisations are discovering that the increase in service sector jobs also has important
implications for training. It service jobs, people-to-people interaction is critical, and people need to be trained for those skills.\textsuperscript{4}

The analyses indicate that the demand for workers will remain high, especially given the development of service-sector and high technology jobs. Rapidly changing technologies involve a whole set by individual organisational, and societal factors. All descriptions of personnel requirements for future work organisations emphasise the need for more complex cognitive skills. The fast working advances in technology and resulting competition make this necessary. The future of work organisations will become more dependent on their ability to use effectively many members of the society, often by providing training and giving more opportunities to workers for self directed learning experiences.

Human resource development is not just a matter for the state or the organisation. It is also a matter of individual responsibility. Employee development goes beyond training for the sake of it. Instead training becomes part of human resource development programme and ceases to be an activity without any time to business objective. Organisations which are active in HRD and committed to training and development have competitive advantage in the positive impact on added value and higher quality.

The three main reasons for providing training and development are:\textsuperscript{5}

- **Vision** - Development is seen as a way of investing in people, increasing their skills and making the organisation a better place to work.
• Utility - Training creates greater effectiveness and efficiency

• Culture - Learning has a positive impact on loyalty, commitment, self esteem and motivation

In the changing environment of technology the future belongs to those organisations which are manned by up-to-date, dynamic, adaptive and innovative work force. The flood of change is about to overwhelm us. Let us take our swimming lessons today so that we don’t sink tomorrow.

OBJECTIVES OF TRAINING AND DEVELOPMENT

Systematic training process, which represents a major contribution to employee development is firmly rooted in the idea that training and development is a sub system of the organisation, with its own inputs from, and output to, the organisation.6 The effective functioning of any organisation requires that employees learn to perform their jobs at a satisfactory level of proficiency. An effective organisation wishes to have amongst its ranks individuals who are qualified to accept increasing responsibilities. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.7

Today industry requires individuals with multi disciplinary skills who are capable of decision-making and problem solving across function areas. With the changing technologies the rate of obsolescence of skills has become faster than ever. Global competitiveness is the new challenge for organisations
today. With the opening up of world economies, willingness to change and ability to adapt to dynamic markets is gaining importance.\textsuperscript{8} Purpose of training can be to increase the quality and quantity of products and services, fulfill the future personnel needs of the organisations, develop innovativeness and creativity of employees, improve organisational climate and interpersonal communication, leadership and team work and so on. Training provides a measure for modifying employee's behaviour involving complex attitudes, knowledge and understanding and improving organisational effectiveness".\textsuperscript{9}

Training and development upgrades knowledge and skills of individuals. Training is best known as the oldest element of HRD, some of the objectives of training are as under:

- Training is required for improving performance on the job.
- Training is essential to keep pace with technological advances and avoid obsolesce.
- To bridge the gap with the external world
- To cope with changing environment such as competition.
- To link the organisational, operational, and individual needs.
- To integrate initiatives for change management.
- Training is needed for promotion to higher jobs, i.e., for future role succession.
Training is needed for dealing complexity of organisation problems, e.g. coordination and integration of activities for achievement of goals.

For tackling human problems i.e. imparting training in human relations.

Training helps to harness human potential, i.e., creativity.

Training for creating favourable attitudes and motivation of employees.

To train for better adjustment to the organisation and commitment to work.

To train employees in the company culture.

Training to employees is required for achieving organisation's efficiency, growth and to reduce costs.

To upgrade the employee's skills continuously by in-service training.

To accomplish these objectives, an organisation can look upon the different dimensions of training and select one or contributions on the basis of its requirements.¹⁰

Training heightens the morale of the employees and helps in reducing employee turnover, dissatisfaction, complaints and grievances. The objectives of training and development is to bridge the gap between existing performance
ability and desired performance which can be achieved through the following stages:

- To impart the basic knowledge and skills required for an intelligent performance of desired tasks to employees new to the particular job.

- To assist employees to function more effectively in their present position by exposing them to latest information, concepts and techniques and developing the skills required for future roles.

- To broaden the minds of employees by providing them with opportunities for an interchange of experiences with a view to correct the narrow outlook if any.

**NATURE OF TRAINING AND DEVELOPMENT**

Training and development refers to imparting specific skills, knowledge and abilities of employees. In today's rapid changing business environment training and development is not only an activity that is desirable but also an activity that an organisation must commit its resources if it is to maintain a viable and knowledgeable workforce.¹¹

A formal definition of training and development is¹² “any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employees attitude or increasing his or her skills and knowledge”. The need for training and
development is determined by the employees performance deficiency, computed as follows:

\[ \text{Training and development need} = \text{Standard performance} - \text{Actual performance}. \]

There are three terms, training, education and development frequently used while discussing about training and development. To acquire a better perspective about the meaning of the terms we have to make a distinction among them. Training refers to the process of imparting specific skills, knowledge and attitude of an employee for improving his performance on the particular job. Education, on the other hand, is confined to theoretical learning and increasing the knowledge on a subject. Learning is a broad one, which includes both training and education. Development has a broad meaning, which aims to improve the overall personality of an individual. In all ‘training’ there is some ‘education’ and in all education there is some ‘training’, and these two processes cannot be separated from ‘development’.

**TRAINING**

Training is a planned programme designed to improve performance and to bring about measurable changes in knowledge skills, attitude and social behaviour of employees for doing a particular job. The training has to be comprehensive, systematic and continuous and should be closely linked to the strategy with which the organisation is planning to fight the competition.
Training is concerned with imparting specific skill for doing particular job. It is an act of increasing knowledge, skill and attitude of an employee for improving his performance on the job.\(^1\)

![Diagram of Individual Performance, Knowledge, Skill, Attitude](image)

**Fig.3-1**
Knowledge, Skills and Attitude

The term ‘training’ denotes a systematic procedure for transferring technical know-how to the employees so as to increase their knowledge and skills for doing particular job. “Training is the act of increasing the knowledge and skills of an employee for doing a particular job.”\(^1^4\) Training is the organised procedure by which people learn knowledge and or skills for a definite purpose.\(^1^5\) Training is an overt process, a sequence of experiences, a series of opportunities to learn, in which trainee is exposed in some more or less systematic way to certain materials or events\(^1^6\).
While 'training' attempts to help those who are or will be performing a certain job achieve successful role behaviour, 'education' is tied to the goals of the individual more than to those of the organisation, though some overlapping between the two may be anticipated.\textsuperscript{17}

**LEARNING**

Learning is precisely what training is all about. Bass and Vaughn define learning as "... a relatively permanent change in behaviour that occurs as a result of practice or experience."\textsuperscript{18} Learning is a process of bringing relatively enduring on permanent changes in behaviour through experience or training.\textsuperscript{19} Nothing is constant except change. People not willing to change cannot survive for long. Learning is a form of changing and planned learning in organisations is essential for realising strategic business plans.\textsuperscript{20}

Learning is essentially a continuous process for development. Culture of learning is contributing significantly in making organisations progressively knowledge based and function as knowledge creating enterprises. Developing culture of learning has become a strong pursuit for many progressive organisations. Learning is a broad one which includes both training and education. Learning is observable modification of behaviour as a result of some experience.\textsuperscript{21}

**EDUCATION**

Generally, education refers to teaching theoretical concepts and develop a sense of reasoning and judgement. Any training and development programme
must contain an element of education. In short, education is concerned with increasing knowledge and understanding a subject of study.

DEVELOPMENT

In the words of Bass and Vaughan, "Development implies the nature and direction of change induced among the employees through the processes of education and training."  

Developing personnel involves training, educating, appraising and generally preparing personnel for present or future jobs. These activities are important for the economic and psychological growth of employees. Developing employees is also essential to a firm's productivity and performance.

Training has a short-term perspective whereas development has a long-term perspective. Training courses are typically designed for a short-term, stated set purpose, such as the operation of some piece(s) of machinery, while development involves a broader education for long term purposes.

Development refers to those learning opportunities designed to help employees grow. Development is a long-term educational process utilising a systematic and organised procedure by which managerial personnel learn conceptual and theoretical knowledge for general purposes.

Development is whole process by which employee learns, grow, improves his abilities to perform variety of roles within and outside the organisation. The employee acquires socially desirable attitudes and values.
According to Yoder\textsuperscript{27}, although the terms 'training' and 'development' appear synonymous, there is a recognised difference between these concepts. It is not the training but the full development of personality that enables the common resources to exert their full potential. Accordingly, training and development programmes are combined together for developing skills as well as basic aptitudes and leading to continued personal growth.

As emphasised by Dale Yodar, the use of the terms 'training and development' in today's employment setting is far more appropriate than 'training' alone since human resources can exert their full potential only when the learning process goes for beyond simple route or routine.

Thus, training is narrow in scope and largely relates to acquisition of skills while the development embraces a broader scope. The concept 'education' relates to acquisition of knowledge of a general notice.

**GROWTH AND DEVELOPMENT\textsuperscript{28}**

Growth refers to physical increase in size, length, height and weight. It indicates the quantitative change. Development implies overall change in shape, form or structure resulting in improved functioning. It indicates qualitative change. Growth is one of the parts of development process and development is wider and more comprehensive in nature and refers to overall change. Growth does not continue throughout the life and stops when maturity has been attained. Whereas, development is a continuous process and continue throughout the life which cannot be measured by standard measure and
A country can develop only when its human resources are developed through health, nutrition, education, training and research. A country is said to be developed or developing only according to the levels of health, nutrition and education through human resources development. A country’s growth of population is entirely different from development of its human resources. Development of human resources does not require the growth of its population.
assessed through keen observation. Growth may not bring development but development is possible without growth. *

Training refers to imparting specific skills. Education is the process of theoretical learning in classrooms. Development refers to learning opportunities designed to help employees grow and evolve a vision about the future. All the three form a part of training and development. Training and Development should not be confined to executives and training meant for employees. Training and development is needed for all employees irrespective of their hierarchy.

**TRAINING PROCESS**

Training has been identified as important means for developing competence of human asset to meet challenges. It is believed that training can take care of organisational priorities for performance improvement. The training process is an integral part of human resource management and organisation, which involves the following important inter-related steps.

1. Organisation vision and perspective plans.
2. Assessment of training needs
3. Training objectives and training policy
4. Designing training programmes
5. Implementation of training programmes
6. Evaluation of training
Organisation Vision and Perspective Plans

Training activities have to contribute to the organisational goals by increasing the effectiveness of work being carried out in particular areas of function. The initial step in the training process is linking the organisation's vision, mission strategies and objectives. Training and development activities is for achieving the immediate need related to the organisation’s strategic problems and preparing the employees for futuristic need of the people and organisation based on a long-term plan. Training function has to play proactive role even in changing the culture of organisation. Training can contribute towards strategic direction of the organisation by designing and implementing the creative training programmes which move people in that direction.
Fig. 3.2: Training Process
Assessment of Training Needs

Imparting training alone cannot fulfill its purpose unless it is clubbed with proper training needs assessment (TNA). TNA intensifies the areas in which training is required and pinpoint of action. Such an approach maximises potential success of training effects. Training need refers to the process of determining what knowledge, skills, abilities, competencies and other characteristics the instructors need to perform their jobs\textsuperscript{29}.

Needs assessment diagnoses present problems and future challenges to be met through training and development.\textsuperscript{30} Price observes, a training need exists when there is a gap between the present performance of an employee or group of employees and the desired performance. Specific training needs can be determined by the existing amount of employee skills from the pressing job requirements of the organisation.\textsuperscript{31} For training and development needs it is essential to focus on the nature of our specific need and define the most appropriate action to address it\textsuperscript{32}.

Organisations spend a vast sum of money on training and development. A great deal of time and efforts need to go into a training schedule for it to achieve desired results. The man hours spent by the human resource department and the trainers and the opportunity cost of not sending employees for training and development programmes but instead allowing them to perform their present job also form part of training investment. The traveling allowance and daily allowance sanctioned in the trainees during the training
period also to be included in training expenditure. All these emphasise the importance of training needs assessment.

**Methods of Training Needs Assessment**

Training ought to be imparted only where there exists a need for it. Before formulation of training programmes, it is virtually important that training needs are carefully and systematically identified. There are several methods available for the purpose. Organisational analysis, Task and KSA analysis and Person analysis are important methods in training needs assessment. When the needs assessment is carefully designed and supported by the organisation, disruption is minimised and co-operation is much more likely to occur. Hence, organisational support is essential for effective training process in an organisation.

**Organisational Analysis**

The entire analysis begins with an understanding of the short term and long term goals of the organisation as a whole and for each department specifically. The three essential requirements are:

i. Are there sufficient number of people to fulfill organisational objectives.

ii. Are there people equipped with necessary skills and knowledge and is the general level of their performance upto the required standard.

iii. Does the prevailing organisational climate provide wholesome environment for the fulfillment of tasks and objectives.
These issues enable the analyst to identify skill gaps in people, which training seeks to fill.

Task and KSA analysis

In addition to obtaining organisational support and making organisational analysis, it is necessary to assess and identify the tasks needed on each job and knowledge, skills and abilities necessary to perform these tasks. The task analysis entails a detailed examination of jobs, their components, various operations required to be performed and the conditions under which they are to be carried out. This analysis gives us clear points as to the knowledge, skills and abilities to be achieved upon completion of the training programme.

Person Analysis

This analysis obviously concentrates individual employees to determine which necessary knowledge, skills and attitudes have already been inculcated in the prospective trainee. So that precious training time is not wasted in repeating what has already been acquired.

Overall, the broad general idea is that the difference between desired performance and actual performance is the individual's training need. The actual performance can be assessed by a variety of indicators such as:

- Individual performance data
- Performance appraisal
• Production data
• Work sampling
• Attitude survey
• Job knowledge tests
• Employee counseling
• Informal observations

The analysis of training needs is one of the most important stages in the training process. Clearly defined training needs should be established before training is commenced.

Training objectives

After assessing the training needs for the organisation, training objectives are to be defined. These objectives are essential for designing the training programmes. Objectives should be tangible and measurable as to the effectiveness of the training programmes. Carefully crafted training objectives are key to the design of the training and are essential to assess its effectiveness. Well designed training objectives ensure the training has a clear focus and purpose and it should have measurable out sources. Objectives have to be framed in terms of clearly mentioning out the scope and equipping the trainees on the basis of knowledge, skills and competency\textsuperscript{33}.

The objectives of the training are to bridge the gap between existing performance ability and desired performance. Since training is a continuous process and consumes time and entails much expenditure it is necessary that a
training policy should be prepared with great concern and care, for it should serve the purposes of the organisation and meet the needs of the employees. Some of the training objectives are:

- To prepare the employee for their related jobs while on appointment, on promotion, or on transfer and teach them the required skills and knowledge.

- The training should assist the employee to function more effectively in their present positions by exposing them to latest concepts, information, techniques and developing skills that would be required in their particular fields.

- To prepare competent managers to occupy more responsible positions.

- To broaden the minds of the employees by providing them opportunities for an interchange of experiences with a view to correcting the narrowness of the outlook that may arise.

**TRAINING POLICY**

The training policy should reflect the objectives of the training to provide suitable opportunities to the employees. The training policy represents the commitment of the management and comprises rules and procedures governing the scope of training. A training policy is essential for the following purposes:

1. To indicate the intention of the organisation to develop its employees.
2. To identify the areas where training is to be given on priority basis.

3. To provide guidance for framing and implementation of training programmes and provide information to all concerned.

**Designing Training Programmes**

Designing an efficient training programme and its mechanism is important for achieving the objectives of the training programme. Setting specific objectives of training programmes will help in determining the form. An overall evaluation of organisation, its operation and strength of its employees helps in identifying the training requirements.

The design phase of training is similar to the architectural phase of building. In both phase, the concept and ideas that drive the project are given their first concrete form. In the case of building, the architect prepares a detailed drawing that will guide the contractor as he constructs the building. In the case of training, training design guides the development and implementation of training vision originally defined by needs assessment. The critical elements of training design may include:

- Choice of trainees or participants
- Getting trainers or instructors
- Duration of the training programme
- Training methods
- Training material
All concerned must share the credit for success of the training programme or undertake joint introspection when there is better performance or when there is under performance, without any finger pointing.

**Implementation of Training Programmes**

Conducting a training programme requires considerable effort and co-ordination. The training director or training manager works out the contents and facets of training programmes. Training materials, duration and the method chosen should meet the minimal conditions needed for effective learning to take place, i.e. the training method: 35

- Motivate the trainee to improve his or her performance.
- Clearly illustrate desired skills
- Provide for active participation by the trainee
- Provide an opportunity to practice.
- Provide timely feedback on the trainee’s performance.
- Provide some means for reinforcement while the trainee learns.
- Be structured from simple to complex tasks.
- Be adaptable to specific problems
- Encourage positive transfer from the training to the job.

**Choosing Trainers**

The success of training programme is dependant on the persons who perform the training task. The human resource department in consultation with
the training director or coordinator should develop a pool of effective instructors suitable for the training programme.

The instructor for a training programme should have a comprehensive understanding of the training material, the subject matter, and the techniques necessary for effective presentation of the material with commitment to the objectives of the training programme. A typical instructor has to perform the following roles of a traditional lecturer, administrator, facilitator, expert and feedback provider. An instructor may assume all the roles in a single programme or session or may rely solely one for a training programme. He is expected to have an aptitude for the job of instructor and acquired basic knowledge of training principles and practices. A formal training on techniques of classroom behaviour and observation and practice in classroom is essential for an instructor of training programme. Training instructors should be able to draw out the learners so that the process becomes clear to the trainees and enjoy the pleasure of his lecture. The trainer should motivate and stimulate the learner to acquire certain levels of knowledge and skills so that the learner acquires ability to do new things after the training.

Selection of Trainees

The trainees should be from fairly homogenous group with respect to experience, knowledge and potential for learning so as to avoid disparity in the group. So proper selection of trainees is important for the organisation to gain results. The trainees to be sounded about the subject to be achieved.\textsuperscript{36} The
trainees should have aptitude and interest in learning the subject of training programme.

The trainers have to understand, analyse and determine the features of the target population for whom the training is to be designed. The major variables which have to be studied at this level may include abilities, skills, attitudes, values, needs, age, professional experience, previous training attainments; local performance environment - physical, technical and other contextual resources, psycho social supports - supervision expectations rewards, punishment and visualisation – mission, goals and strategies of the organisation.

**Duration of the Training Programme**

Duration of the training programme will normally depend upon the skill to be acquired, the trainees learning capacity. The dates and period of training programme should be circulated well in advance for the information of trainees so as to make arrangements in the job schedule and make it convenient to attend the training programme.

**Timing and Sequencing**

1. The timing and sequencing of sessions should be suitable with regard to training objectives. Duration of each session should be adequate to maintain interest in learning.

2. The sequence of instruction is an important element because it has an impact on the response of the trainee to the presentation. The material
should flow in a rational and systematic manner with the logic apparent to trainees. The general guidelines for sequencing the material to be taught are:

i. Isolate common elements.

ii. Follow inputs through the job one at a time

iii. Proceed from general to specific

iv. Proceed from simple to complex

**Determination of Class size**

The size of class is also required to be decided based on trainees and instructor ratio. The ratio is dependent largely upon mode of instruction, the nature of content, and the presentation media.

Learning is effective when the trainees perceive that they can satisfy certain goals through participation in a training program.\(^{38}\)

**Training manuals**

Preparation of the training manual or handout is a painstaking work and calls for qualities of high degree of perseverance and analytical ability. Without such inputs the training handouts can easily degenerate into a ritual of filling pages. The requirement of trainee manual is important for the following reasons:\(^{39}\)

- To ensure that the instruction proceeds in the desired sequence, without back tracking and mix ups.
• The best of workers would have knowledge gaps as regards quality specifications and more so about why a particular specification has been laid down.

• The trainee cannot analyse as to how precisely he goes about doing the task. Without the aid of the manual he is likely to go on repeating, "do like this" or "do like that".

Methods and Techniques of Training

Training consists of planned programme designed to improve performance at the individual, group and organisational levels. Improved performance in turn implies that there have been measurable changes in knowledge, skills, attitudes, and social behaviour.40

Numerous training methods and techniques have been developed over the years to meet certain specific needs. There is no one method of training that can be treated as best for everyone or every group. Different situations demand different methods and approaches. Each has structured procedures which offer certain advantages and suffer from certain limitations. In using a particular method, the trainers should be fully aware of the reasons for its choice over other methods are carefully weighed up. Such an approach would enable the trainer to make the best use of the method finally adopted.

The training can be broadly classified into on the job training and off the job training. It has to be decided according to the requirement and objective of the subject of training.
Efficient Training Technique

The ultimate aim of any training programme has to be to guide the workforce how to develop the mindset that craves for a constant upgradation of knowledge and skills. Setting specific objectives of training will help in determining the required form or efficient mechanism for the training programme. For this a thorough evaluation of the organisation, its operation, and its employees showed be carried out so as to identify the training requirements.

The following is the list of such effective mechanisms or techniques followed in organisations according to their requirement.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Techniques</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Lecture</td>
<td>Presentation of introductory information.</td>
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<tr>
<td>2.</td>
<td>Programmed instructions</td>
<td>Methodical breakdown of the subject.</td>
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<tr>
<td>3.</td>
<td>Computer based training</td>
<td>Use of computer software to learn skills</td>
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<td>4.</td>
<td>Audio visuals</td>
<td>Use of video films, overhead projectors, slides to great effect</td>
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<tr>
<td>5.</td>
<td>Simulation</td>
<td>Training in a model of actual working condition.</td>
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<td>6.</td>
<td>On the job training</td>
<td>Training at work site under careful supervision</td>
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<td>7.</td>
<td>Self directed learning</td>
<td>Learning at one's own pace.</td>
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<tr>
<td>8.</td>
<td>Mirroring</td>
<td>Training with an external perspective</td>
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<td>10.</td>
<td>Case study</td>
<td>Taking a problem and solving by discussions</td>
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<td></td>
<td>Communication games</td>
<td>To build bias free listening and talking</td>
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<td>12.</td>
<td>Creativity games</td>
<td>To evolve multitude of solutions to problems</td>
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<td>13.</td>
<td>Delegation</td>
<td>Learning the importance of decentralisation</td>
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<td>14.</td>
<td>Games</td>
<td>Structured tests of skills and aptitude</td>
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<td>15.</td>
<td>Skill games</td>
<td>To develop analytical abilities</td>
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<tr>
<td>16.</td>
<td>Team building games</td>
<td>Exercises for collaborative efforts</td>
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<td>17.</td>
<td>Shadowing</td>
<td>Working under a senior to watch and learn</td>
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<td>18.</td>
<td>Role play</td>
<td>Adoption of roles other than their own</td>
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<td>19.</td>
<td>Role reviewal</td>
<td>To teach plurality of view points</td>
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<td>20.</td>
<td>Monodrama</td>
<td>Insight into a given interaction</td>
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<td>21.</td>
<td>In basket exercises</td>
<td>Evaluating managers response to imaginary items</td>
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<td>22.</td>
<td>Doubling</td>
<td>Bringing out ideas that are not often expressed</td>
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<tr>
<td>23.</td>
<td>Ice Breakers</td>
<td>To get team members to know each other</td>
</tr>
<tr>
<td>24.</td>
<td>Leadership games</td>
<td>To teach different types of leadership styles</td>
</tr>
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</table>

**Induction Training**

It is a structural orientation programme for new recruits, which is designed to expose them to different functions within a short time frame. In the past, the new entrant used to adjust themselves with the organisation with the passage of time. It prevents inductees from being over specialised. In familiarises new entrants with corporate culture and impart of training on the job rather than theoretically. Induction or orientation be defined as a process of
guiding and counseling the employees to familiarise him with job situations. This exerts a marked influence on his job tenure and effectiveness.

**In-Service Training**

In-service training is meant for the existing employees of the enterprises to acquaint with the latest technology or methods of performing their jobs and improve their efficiency further. This training is also called Retraining or Refresher training. In the words of Dale Yoder\(^4^1\), "Retraining programmes are designed to avoid personnel obsolescence".

In case of rank and file workers the need for retraining or refresher training is more pressing due to the following reasons: a) they are in large number; b) technological changes make more immediate impact on their work; c) they are much less favourably placed to foresee their personal needs for adjustments with technological changes and the opportunities for suitable retraining; d) they need more assistance than supervisors, technical and professional workers or managers for attending refresher courses.

In-service training is essential because of the following factors: \(^4^2\)

a) Rapid technological changes make even the most qualified workers obsolete in course of time because new technology is associated with new work methods and job requirements. Existing workers need to learn new work methods to use new techniques in doing their jobs.

b) Workers require training to bring them up to date with the knowledge and skills and relearn what they have forgotten.
c) Many new jobs, which are created due to changes in the demand for goods and services, are to manned by the existing employees.

*Simulated Training*

It is also called vestibule training. It is a method in which trainees learn in the actual or simulated equipment they will use on the job, but are actually trained off the job. This is a necessity when it is too costly or dangerous to train employees on the job. Putting new assembly line workers right to work could slow production, simulated training may take place in a separate room with the same equipment the trainees will use on the job. Simulated training is increasingly computer based. Computerised and Internet based tools have revolutionized the training process. 43

*Audio visual based Training*

Audio visual based training techniques like films, power points, video conferencing, audio tapes, and video tapes can be very effective and are widely used. Audio visuals are more expensive then conventional lectures but offer some advantages. Of course, they usually tend to be more interesting. 44 These can be used to provide a wide range of realistic examples of job conditions and situations in the condensed period of time. Further the quality of the presentation can be controlled and will remain equal for all training groups.

*Sensitivity Training*

Sensitivity or T-group training is an important technique of ‘laboratory training’. The main objective of sensitivity training is the development of
awareness and sensitivity to ones own behavioural pattern through interactions with others.

**Computer assisted Training**

The industry is moving away from manual labour to high tech base of computerisation, automation, hydraulics, pneumatics etc. This shift is fast and demands different types of skills. In order to meet these demands matching additional facilities and expertise are must. The priority in training is still for executives. The quality of training has a direct relation with the quality of product.

The use of computers in training is barely out of its infancy. The advent of computers permitted a wide variety of applications in training. Different names have been given to the same process of using computers in training. For example, terms such as computer assisted training (CAT), Computer aided Instruction (CAI), Computer Based Instruction (CBI), Computer aided Learning (CAL), and Computer Based Learning mean the same presentation and manipulation of instruction materials mediated by computers. The computer terminology used to denote the materials produced for the use of trainees and instructors is known as 'courseware'. The courseware is the data of the application programmes containing the intelligence put by the computer training developer.

Computer based training is increasingly interactive and realistic. Multimedia training interacts the use of text, video, graphics, photos, animation
and found to produce a complex training environment with the trainee interacts.\textsuperscript{46}

\textit{Modern training Methods}

Since there are number of limitations with traditional instructional methods of training, efforts have already been made for experimenting alternate methods to deliver the instruction. Traditional classroom and simulation instructional methods are often relatively expensive for service organisations with employees working at various locations. Most traditional training approaches are normative in nature rather than individualized to meet the individual trainee needs. Since training programmes scheduled at particular time individuals may be forced to attend the training before or even after the training is really needed. Most traditional instruction methods can provide only a minimum period of time for skilled practice which has to be shared by a number of trainees attending the same course.

Choices of training methodology have large effect on the quality of employees learning. If you present them with run-of-the-mill training techniques, they will reward you with run-off the mill efforts. On the other hand, if you give them innovative, stimulating way to learn, a new way to explore their work, they will give innovative, stimulating results.\textsuperscript{47}

\textit{E-learning}

The objective of any e-learning\textsuperscript{48} is to broad base learning and ensure that training reaches out to more and more individuals. In the knowledge era, the pressures on organisations are mounting on account of competition,
constantly changing technology, shorter product cycles and shorter time to market, organisations are adopting networking ideas to speed up cycle times and to take on competition. The challenges in-leaning for today's organisations are geographically dispersed learners, phenomenal growth, difficult expensive training logistics and need for knowledge on demand.

Traditional training methods are losing their attractiveness due to high costs and time involved.

Due to the progress made by technology and in a highly competitive scenario, information and knowledge are powerful tools. There is need for a transformed training system where all learners have equal access and opportunities to access learning resources.

Workers require greater flexibility in the workplace. They want an opportunity to allocate time for learning as their convenience.

**Virtual Reality Technology Training**

Virtual reality technology training is the world's most advanced, exciting, and easiest to use technology. Virtual reality (VR) is a technology with huge potential. VR has its origin in many different fields and disciplines. VR can be described as the confluence of art, cinema, computer, interfaces, flight simulation, science fictions, robotics and other fields. VR is intuitritive, interactive and real-time 3D graphics. It has been used to refer to a wide range of digital objects including, though not limited to 360 degree panoramic views, rotatable images of actual objects; three dimensional objects; simulated
environment requiring Head-Mounted Display; artificial environment involving vision and other sensory modes, such as flight simulators and virtual medical operations; computer games; computer tours of actual environments; such as art galleries; and Computer Aided Design (CAD) Mock ups of architectural, mechanical and other structures.

The US Air Force uses VR training to teach aircrew how to fly their emergency parachutes. Motorola offers VR training for machines on the manufacturing lines. Penn state is developing a system that will train surgeons on Microsurgical Vascular Anastomosis\textsuperscript{49} (Surgical joining of two blood vessels).

\textit{Evaluation of training}

It is important to determine whether a training programme is accomplishing its objective, cost benefit ratio of a programme, clarity and validity of the content to determine effectiveness of the training. Financial managers used to feel that training is an expenditure only to motivate employees by sending them to different places of importance and interest. It is imperative on the part of the training manager or HRD manager to prove the credibility of the training programme by proper evaluation, to prove that training is not an expenditure rather than an investment.

The measures considered most meaningful and essential are those which contribute to training acceptance appropriateness to trainee population, objectives and assessment and job relevance. Training evaluation is necessary because of the following reasons:
1. To determine whether a training programme is accomplishing its objectives.

2. To identify the strength and weakness in the HRD process.

3. To determine the cost and benefit ratio of the programme.

4. To test the clarity and validity of the content.

5. To identify which participant benefited the most and least.

6. To decide who should participate in future.

7. To develop future training programmes.

The types of evaluation are:

- Questionnaire
- Tests
- Observations
- Performance records
- Attitude survey
- Interviews

Although till now we are using the concept of assessing the effectiveness of training or evaluating the training programme which involves only to reach the conclusion how effective the training was. Now it is being felt that there is a strong need to shift either from assessing the effectiveness of training or evaluation of training to the concept of auditing the training.\textsuperscript{50}
Executive Development

We have focussed so far on the training of employees to improve their abilities. But this is far from enough. In today's competitive environment, an organisation has to be concerned about the development of the management team-supervisors, middle-level managers and top-level executives. Management development focuses on developing in a systematic manner, the knowledge base, attitudes, basic skills, interpersonal skills and technical skills of the managerial cadre. Since managers are such a vital cog in the success of any organisation, special attention need to be provided for their development. Technical or operating employees must also be trained and trained continuously, but it is very important to have a managerial cadre that possesses knowledge, skills and motivation.

Different levels of management have different development needs. At the executive level, managing time and team building are crucial needs, while at the supervisory level instituting motivation programmes and appraising subordinates are important needs. In general terms, the goals of management development include:

a) Increasing the knowledge, skills and abilities of managers to prevent them from becoming obsolete;

b) Helping each person learn about his personal strengths, weaknesses and interests so that his decision-making capability is improved along with his job behaviour;
c) Ensuring greater job satisfaction;

d) Enhancing job performance effectiveness;

e) Improving communication among management personnel and making better use of informal discussions about their work;

f) Identifying broad, inclusive problems which affect several operating departments so that a joint approach is adopted and team-work is fostered;

g) Evaluating the adequacy and suitability of company policies;

h) Stimulating managers to appraise and develop their subordinates.

The approach to executive development requires a serious commitment by the organisation. A number of management development methods are available. Any one of them can contribute to the objectives of the organisation but only if the technique is prudently selected, diligently applied and rigorously evaluated. Often the techniques are used in combination in long-term development programmes. We may briefly list some of the techniques:

1. Coaching and Counseling

2. Job Rotation

3. Conference/Discussion

4. Programmed and Computer Aided Instruction

5. Role Playing
6. Case Method
7. Gaming
8. In-basket Exercises
9. Sensitivity Training
10. Transactional Analysis

*Women Development*

The Indian management guru, Mrityunjay Athraya says, “Women are increasingly demonstrative that they can do anything that men can - in physical, intellectual and professional spaces”.\(^5^1\) Women have become a HRD imperative in India as in the rest of the World. The corporate sector is faced with the choice of ignoring this sizable talented workforce or investing in developing this talent. The focus should be on women without sex role stereotyping and gender bias.

The main emphasis should be on recognising women as a unique individual with attitudes, aspirations, interests and orientations. The challenge is to integrate these unique characteristics into work, family and life planning.\(^5^2\)

**Principles of Effective training programme**

A successful training programme is based on the following principles:

1. The objectives and scope of the training plan should be defined in advance.
2. The techniques and processes of training programme should be related directly to the needs and objectives of the organisation.

3. The training must use tested principles of learning.

4. The training should be conducted in the actual job environment to the maximum extent possible.

For achieving the objectives of training and development programmes following care should be taken while formulating and designing programmes.

1. Training and development functions should be genuinely linked to objectives, strategies and challenges of the organisation.

2. The programmes should be competently designed to create awareness and understanding in the required subject.

3. The programme should be more focused on the operating units rather than on individuals.

4. Trainees to participate in the programme should be selected as to fulfill the ultimate needs of the organisation or individual.

Training activities in an organisation have to be an integral part of its functioning. Since training is an excellent method of developing the ability to cope up with the changing environment.

The effectiveness of the training is determined by the attitude of the individuals attending the training, attitude of the organisation and the attitude
accompanying the training. Training should not be considered as a substitute for all ineffectiveness rather it aims to improve the performance as and when such conditions arise within the organisation. When corresponding changes in the organisational pattern and administration accompany the training efforts the results of the training would be very spectacular. Training should not be considered as an isolated exercise. It has to be seen as one segment of the total training and development activities of the organisation.

Training would only have proved truly useful if the trainee is able to utilise the skills and knowledge acquired in his actual job situation or in other words, if he is able to transfer his learning to his actual work role. This automatically implies that the training programme must incorporate those elements which are directly relevant to the task that the trainee is already performing or is expected to perform. In other words, to maximise the similarity between the training situation and the job situation.

Transfer of training would be further enhanced if the training is designed in such a way that the trainees can see its applicability to their jobs and actual work situations. They should also be encouraged to discuss their approaches, ideas and thoughts with other participants so that the mutual interaction would sharpen and focus their behavioural goals.

Motivation

Motivation refers to the inner urges that cause people to behave in certain ways, what makes people motivated or demotivated at work is complex
because motivation is caused by a mix of psychological and personal characteristics.\textsuperscript{53}

Most training gets redundant if employees are not motivated to learn. Motivation can be induced by close visual controls but there are several jobs and skills that are not amenable to such treatment. A more sustainable approach is to build a learning culture that motivates employees to learn for self-development and sustainable competitive advantage of the company.\textsuperscript{54}

Motivation is a key word and essential requirement for success of the learning process. Motivation is a process or behaviour refers to a reinforced, selective and goal directed behaviour initiated and energised by a motive.

For achieving motivation the trainer should make use of effective methods, aid materials and devices in teaching, developing proper attitudes, provision of suitable learning environment, perception of the goals and objectives, assessment of level and standard of the trainees, acquainting the trainees with their progress assigning learning materials according to the needs and interests of the trainees.\textsuperscript{55}

**Summary**

Human resources development is a dynamic and continuous process encompassing individuals, organisations and societies. A well trained workforce is the greatest asset to the organisation.

Constant upgrading of knowledge and broadened skill base of employees is becoming imperative to prevent human resource obsolescence.
Training and development aims mainly at full utilisation of human potential, bringing about a high congruence between individual employee's needs for growth and development with the growth and objectives of the organisation.

Training and development is vital, without which the organisation cannot meet the challenges arising out of the globalisation and liberalisation processes.

High level quality of performance requires high level of competent people. Competent and efficient people are very essential for growth and survival in today's competitive industrial scenario.

Training and development is to bridge the gap of present performance vis-a-vis required or targeted performance. It increases the performance effectiveness of personnel at all levels.

In-service training is essential tool in the changing competitive environment which involves enhancing the present skills and accepting new skills and new technologies to face the future challenges of the organisation. It must be prominent on the training agenda of any winning organisation.
END NOTES


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38. Dale S. Beach, opcit, p.381.


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