Chapter 3

Theoretical Background of Training And Development

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Chapter 3

Theoretical Background of Training and Development

Chapter one has discussed all about the introduction and the objectives of the research work undertaken by the researcher. Chapter two has discussed about the company profile and history of Mawana Sugar Works, Mawana. This chapter discusses about the theoretical information pertaining to training and development. It will highlight the thorough and in-depth details of the concept of training and development and its significance in improving the performance of the employees which is necessary for organisational growth and success.

Overview of Training and Development

The advanced learner’s dictionary of current English by Hornby, Gateby and Wakefield; gives meaning of training as – giving teaching and practice in order to bring to a desired standard behaviour, efficiency or physical condition. So, training means changing behavioural patterns.

Training is the art of doing the job in a correct, effective and efficient manner and even be said as something which is necessary for everything. Training makes newly appointed workers fully productive in the minimum of time. Training is equally
necessary for the old employees whenever new machines and equipments are introduced or there is a change in the techniques of doing the things. In fact, training is a continuous process. It does not stop anywhere. The managers are continuously engaged in providing training to their subordinates in order to attempt to bring about positive changes in the knowledge skills and attitudes of the workers.¹

Training is an essential human resource development (HRD) activity. It is the most effective method of improving competencies amongst the employees of an organisation. Training is meant for action, accomplishment, improved performance as well as managing resources like men and material. It is a behaviour to be taught and learnt. It is a process where workers are trained to operate machines, scraps are reduced and accidents are avoided. Therefore, training and development constitutes on ongoing process in the organisation.²

**Nature of Training and Development**

Training and development programmes are extremely necessary in an organisation for improving the quality of work of the employees, particularly in a world of fast changing technology and environment.

Training can be viewed as a short-term job-oriented process leading to an observable change in the behaviour of the employees in the form of increased ability to perform the job. It refers to a short duration and for a specific job related purpose.

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While development is a long term educational process utilising a systematic and organised procedure by which employees learn, grow and improve their abilities to perform variety of role within and outside the organisation. They acquire socially desirable attitudes and values.\(^3\)

In an organisation, training refers to mainly instructions in technical and mechanical operations, while development is concerned with providing learning experience to employees so that they may be ready to move into a new direction that organisational change may require. So, it is evident that training and development forms an integral part of human resource development process.\(^4\)

Therefore, it would be worth saying here that training is an ongoing continuous process and not a one shot activity and organisations have no choice but to train the employees effectively in order to meet future business requirements. Especially, in manufacturing sector, training and development activities should be given special attention because it is highly desirable to continuously improve the quality of products and operational efficiency of the organisation in the manufacturing sector especially in sugar industry so as to meet the emerging business challenges and gain competitive advantage in the market.

**Inputs in Training and Development**

Any training and development programme must contain inputs which enable the employees to gain skills, competencies, learn theoretical concepts and help acquire vision to look into the

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\(^4\) Noe, Raymond, A; (2010); Employee Training and Development; Tata McGraw Hill Pvt. Ltd.; New Delhi; pp. 3-5
distant future. In addition to these, there is a need to give ethical orientation, emphasis on attitudinal changes and stress upon decision making and problem-solving abilities.

The basic inputs of training and development programme\(^5\) are as follows –

a) **Skills** – Training is imparting skills to employees. A worker needs skills to operate machines and use other equipments with least damage and scrap. Skills are required to be imparted to make workforce more competent & confident to perform their jobs.

b) **Education** – Education is concerned with increasing general knowledge and understanding of an employee’s total environment. The purpose of education is to teach theoretical concepts and develop a sense of reasoning and judgement.

c) **Development** – Development is less skill-oriented but stresses on knowledge. Knowledge about business environment, management principles and techniques, human relations, specific industry analysis is useful for better management of an organisation.

d) **Ethics** – There is need for imparting greater ethical orientation to a training and development programme. Ethical attitude help management make better decisions which are in the interests of the public, the employees and in the long-term the company itself.

e) **Attitudinal Changes** – Attitude represents feelings and beliefs of individuals towards others. Attitude must be changed so that employees may feel committed to the organisation and are

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motivated for better performance, and derive satisfaction from their jobs and the work environment.

f) **Decision Making and Problem Solving Skills** – It focuses on methods and techniques for making the decisions and solving work related problems in the organisation.

**Basic terms in Training and Development**

Bhatia\(^6\) (2003) in his book titled, “Training and Development – Concept and Practices” suggests that the fundamental aim of training and development is to help organisations achieve their purpose by adding to their key resources i.e. the human resources.

Knowledge, skills and attitude are the basic terms included in any training and development programme in an organisation. It is described in the figure 3.1.

**Figure 3.1 - Knowledge, Skills and Attitude–The Basic terms of a Training and Development Programme**

![Diagram of Individual Performance, Knowledge (K), Skills (S), Attitude (A)]

**Source** – Bhatia, S.K. (2003), Training and Development-Concept and practices

**Reasons for conducting Training and Development Activities**

In an organisation, training and development programmes are conducted for various reasons. There is a greater stability, flexibility and capacity for growth in an organisation. Employees become efficient after undergoing training and efficient employees better contribute to the growth to the organisation. Growth renders stability to the workforce. Further, trained employees tend to stay with the organisation for a longer period of time.

Training also makes the employees versatile in operations. It helps in avoiding or minimizing the accidents, scraps and damages to machinery and equipments during the manufacturing process. Even, dissatisfaction, complaints, absenteeism and turnover can be reduced if employees are trained well.7

Training the employees with the latest technology and high skills provide an opportunity to cope with wrenching changes occurring around or within the organisation.

**Typical Topics of Employee Training**

Some typical topics of Employee training which are relevant as per the present research work are described as below8-

a) **Communication** – The increasing diversity of today’s workforce brings a wide variety of languages and customs. Therefore, it becomes the responsibility of the managers to ensure a strong and speedy communication system in the organisation.

b) Computer Skills – Nowadays the use of computers has become a necessity for well functioning of the organisation. Therefore, computer skills training should be provided to the employees to make them aware of the use of computers.

c) Customer Service – Increased competition in today’s global marketplace makes it critical that employees truly understand and meet the needs of customers by manufacturing the products as per the demands in the market.

d) Quality Initiative – Initiatives such as Total Quality Management (TQM), Quality Circles, Benchmarking, Kaizen, 5S etc require basic training about quality concepts, guidelines and standards for quality etc.

e) Safety – Safety training is critical where working with heavy machines or equipment, hazardous or repetitive activities are involved. Training can also help reduce the number of accidents etc.

Process of Training

The conceptualization by Gupta\(^9\) (2007) highlights the scope of an effective training programme. He considers the following as characteristics of an ideal training and development function. First, it should be designed with clear scope and objectives. In this case the training needs assessment (TNA) exercise should be conducted to establish skill gap and performance standards.

Second, it should have proper reinforcements to continuously improve the performance capability of an individual employee. Third, it should be role-specific and involve practice; it helps employees do their present jobs better and skills that are practiced often are better learned and less easily forgotten. Fourth, an effective training and development function should be carefully planned in terms of reading materials, learning duration and instructors. Their proper organisation enhances training effectiveness. Fifth, it should be transparent to all employees at all levels. Employees should be aware of selection criteria of trainees and trainers, preparation of relevant teaching materials, training room and accommodation of courses and actual conduction of courses. They feel responsive to training programmes when they are well informed. Lastly, it should be evaluated. Training consumes both organisation's time and money, therefore it is important to determine how well it is conducted (i.e. trainees feedback). Evaluation reports establish whether the organisation has derived more-or-less the same value from the amount of money and time invested in the programme.

Various models have been described earlier in various studies but the most common and general model that describes the process of training is the Systematic model of Training.

The systematic model of training is most convenient in the way that it is based on the sequence at which trainers should approach training and development initiatives. This model enables the trainer to check at every step what is it that they have to do and how to do it.

A systematic model has four identifying characteristics which have been described in the figure 3.2. The systematic model is
based on the role of training in an organisation and it emphasizes that training and development should be undertaken on a planned basis as a result of a logical series of steps. However, in practice the description of these steps tends to vary, but generally they would cover the following\textsuperscript{10} -

- Development of a Training Policy
- Identification of training needs
- Development of training objectives & plans
- Implementation of planned training
- Validation, evaluation and review of training.

A) \textbf{Identify Training Needs / Training Needs Identification (TNI) -}

Training is an integral part of any organisation. Training is about knowing where you stand at present and where you will be after some point of time. A training programme should be established only when it is felt that it would assist in the solution of specific operational problems. The most important step in the process of training is to make a thorough analysis of the entire organisation, its operations and manpower resources available, in order to find out “the trouble spots” where training may be required.

Identification of training needs contain three types of analysis:-

- Organisational analysis
- Operations analysis and
- Man-power analysis

a) **Organisational analysis** – It involves a study of the entire organisation in terms of its objectives, its resources, the utilisation of these resources, in order to achieve stated objectives and its pattern of interaction with the environment. (Rao, P.L.\(^\text{12}\), 2008). The important elements that are closely examined in this connection are –

- Analysis of objectives
- Resource utilisation analysis
- Environmental scanning
- Organisational climate analysis

b) **Operations analysis** – This is a detailed examination of a job, its components, its various operations and conditions under

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which it has to be performed. The focus here is on the roles played by an individual and the training needed to perform such roles. The whole exercise is meant to find out how the various tasks have to be performed and what kind of skills, knowledge, attitudes are needed to meet the job needs.

c) **Man-Power Analysis** – Here, the focus is on the individual in a given job. Man-power analysis reviews the knowledge, attitudes and skills of the incumbent in each position and determines what knowledge, attitudes or skills he must acquire and what alterations in his behaviour he must make if he is to contribute satisfactorily to the attainment of organisational objectives.

**Figure 3.3 – Sources of Data for Training Needs Analysis**

![Diagram showing sources of data for training needs analysis]


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¹³ Naik, Pandu, G; (2010); Training and Development: Text, Research and Cases; Excel Books, New Delhi, p-88.
In this way, a training and development need in an organisation occurs as a result of the gap between what is expected from the employee in terms of performance and skills and what he performs actually which can be expressed as below—

$$\textit{Training and Development Need} = \textit{Standard Performance} - \textit{Actual Performance}$$

It is obvious from the above discussion that no assessment of training need is going to be successful without a thorough knowledge of the job itself in all its aspects and a thorough knowledge of the personal achievements of the job holder.

B) Training Design –

Training Design is an art as well as science. As a science, it takes into account the purpose the organisation wants the training to achieve, appropriate principles from learning theory, and pragmatic considerations, such as cost and organisational sponsorship.

Designing a training programme involves a series of steps from identifying the learning objectives, determining the training content, deciding the methodologies, selecting the learning activities, defining evaluation criteria and to specifying follow-up activities. Even though it is the standard sequence of activities, training managers may have some variations depending on the situations\textsuperscript{14}.

\textsuperscript{14}Lynton. P. Rolf and Pareek Udai (2004); Training for Development, 2\textsuperscript{nd} Edition; Vistaaar Publication, pp-27-47.
The design of the training programme can be undertaken only when a clear training objective has been produced. The training objective clears what goal has to be achieved by the end of the training programme i.e. what the trainees are expected to be able to do at the end of their training. Training objectives assist trainers to design the training programme.

The training objectives should be well defined means in which area the skills have to be developed and up to what extent. The training objectives should clearly specify what type of change has to be brought in the attitude, knowledge and skills of the participants. The criteria of SMART should be adopted while formulating training objectives [Singh\(^{15}\) (2009)]:-

<table>
<thead>
<tr>
<th>S</th>
<th>Simple and Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measurable</td>
</tr>
<tr>
<td>A</td>
<td>Attainable / Achievable</td>
</tr>
<tr>
<td>R</td>
<td>Realistic</td>
</tr>
<tr>
<td>T</td>
<td>Time bound.</td>
</tr>
</tbody>
</table>

Other considerations while designing training\(^{16}\) are as follows

- **The Trainer** – Before starting a training programme, a trainer analyses his technical, interpersonal, judgemental skills in order to deliver quality content to the trainees.

- **The Trainees** – A good training design requires close scrutiny of the trainees and their profiles. Age, experience, needs and


\(^{16}\)Thirupathi (2002), Human Resource Development (3/e), Sultan Chand and Sons, New Delhi–110002, pp-131-146.
expectations of the trainees are some of the important factors that affect training design.

- **Cost of Training** – It is one of the most important considerations in designing a training programme. A training programme involves cost of different types. These may be in the form of direct expenses incurred in training, cost of training material to be provided, arrangement of physical facilities and refreshment etc. Besides these expenses the organisation has to bear indirect cost in the form of loss of production during training period. Ideally a training programme must be able to generate more revenues than the cost involved.

- **Training Climate** – A good training climate comprises of ambience, tone, feelings, positive perception for training programme etc. Therefore, when the climate is favourable, nothing goes wrong but when the climate is unfavourable, almost everything goes wrong.

- **Trainees’ Learning Style** – The learning style, age, experience, educational background of trainees must be kept in mind in order to get the right pitch to the design of the programme.

- **Training Strategies** – Once the training objective has been identified, the trainer translates it into specific training areas and modules. The trainer prepares the priority list of about what must be included, what could be included.
C) Training Implementation –

To put training programme into effect according to definite plan or procedure is called training implementation. Training implementation is the hardest part of the system because one wrong step can lead to the failure of whole training programme.

Implementation of training programme involves a series of activities through which training managers bring the course to trainees in accordance with the approved design. It requires scheduling of courses, faculties, equipments and service providers apart from arranging for ongoing classroom support and ensuring the smooth flow of activities as per the plan.

Once the staff, course, content, equipments, topics are ready, the training is implemented. Completing training design does not mean that the work is done because implementation phase requires continual adjusting, redesigning and refining. Preparation is the most important factor to taste the success. Therefore, following are the important factors that are kept in mind while implementing training programme17-

The Trainer – The trainer needs to be prepared mentally before the delivery of content. Trainer has to prepare the materials and activities well in advance. The trainer also sets grounds before meeting with the participants by making sure that he is comfortable with course content and is flexible in his approach.

Physical Set-up – Good physical setup is pre-requisite for effective and successful training programme because it makes the

first impression on participants. Classrooms should not be very small or big but as nearly square as possible. This will bring people together both physically and psychologically. Also, right amount of space should be allocated to every participant. In general, training implementation involves action on the following lines –

- Deciding the location and organising training and other facilities.
- Scheduling the training programme.
- Conducting the programme
- Monitoring the progress of the trainees.

D) Evaluation of Training Programme –

“Anything that cannot be measured cannot be improved”.

Peter Drucker.

Aswathappa\textsuperscript{18} (2008) has defined training evaluation as a systematic collection of descriptive and judgemental information necessary to make effective training decisions related to selection, adoption, value and modification of various instructional activities. The importance of evaluation of training programmes has been increasingly felt in the organisation. He said that evaluation of training must be consistent with the purpose, objectives and goal of the training activity. He proposed three stages –

a) Pre Training Evaluation – This would not only help the management and the trainee in identifying the training needs but also help the trainers become acquainted with the diverse training needs of the participants.

b) **Context and Input Evaluation** – This would help to assess whether the training programme/course inputs are in conformity with the objectives of the programmes and have the desired effect on the participants.

c) **Post Training Evaluation** – It consisted of the reaction level, learning evaluation, job improvement plan, on the job evaluation and follow-up after a certain period of time.

Training evaluation refers to activities aimed at finding out the effectiveness of training programmes after they are conducted, against the objectives for which such programmes were organised. Training evaluation brings rationality, objectivity, accountability and credibility to HRD (Human Resource Development) by insisting on tangible and verifiable outcomes.

The four-level training evaluation model developed by Donald Kirkpatrick has helped HRD professionals worldwide to a great extent in solving the myths and mysteries of understanding training outcomes. This model stands as the pioneer in training evaluation process. The four levels of Kirkpatrick’s model are:

- Level I – Reaction
- Level II – Learning
- Level III – Behaviour
- Level IV – Results

**Level I – Reaction** –

At reaction level, evaluation is focused on how the trainees felt and their personal reactions to the training or learning

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experience. It attempts to answer questions regarding the participant’s perceptions. Did they like it? Did they consider the training relevant? Was the material relevant to their work? This provides useful information. Positive reaction to a training programme may make it easier to encourage employees to attend future programmes. Reactions can also help the organisation to decide whether to continue with a trainer / training agency in future or not.

**Level II – Learning**

At the learning level, evaluation is aimed at the measurement of increase in knowledge or intellectual capability after the training. Evaluation at this level is based on, whether the trainees learn what is expected of a particular programme? Did they learn as intended? Did the trainee experience what was intended for them to experience? Measuring the learning may involve conducting a quiz or a test.

**Level III – Behaviour**

Behaviour evaluation is the extent to which the trainees applied the learning and changed their work place behaviour. This can be seen immediately or several months after the training, depending upon the situation. Evaluation at this level attempts to answer the question- was there a noticeable and measurable change in the activity and performance of the trainees? Was the change in behaviour and new level of knowledge sustained? Are the newly acquired skills, knowledge or attitude being used in the work environment of the learner? Measuring at this level may
involve observing employees’ behaviour at work or taking the feedback from customers, suppliers, bosses, peers etc.

**Level IV – Results**

Evaluation at this level aims at finding out whether the training initiative has improved the organisation’s performance effectiveness. Is the organisation more efficient, more profitable and better able to serve its clients or customers as a result of the training programme?

At this level, the business data and financial data are analysed to evaluate the training programmes. This level measures the success of the programme in terms that managers and executives can understand – Increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales and even higher profits or Return on Investment (ROI).

The above discussed four levels describe the Training evaluation model as given by Kirkpatrick.

Jack Phillips\(^{20}\) (1996) has suggested that evaluation must go beyond level IV and focus on real measurement of return on investment. Effective way of evaluating the tangible returns of a training programme is through calculation of ROI (Return on Investment). The monetary benefits of the programme are compared with the cost of the programme. The ROI calculation for a training programme is identical to the ROI ratio for any other business investment.

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ROI may be calculated\textsuperscript{21} as below –

\[
\text{ROI} \% = \left( \frac{(\text{Benefits} - \text{Costs})}{\text{Cost}} \right) \times 100
\]

This part explains the entire process of training as practiced in most of the organisations across industry and across globe.

The next part will describe about the Methods of training like on-the-job methods as well as off-the-job-methods.

**Methods of Training**

Various training methods are used in providing training to employees. As days go by, newer methods gain entry into the field. There are various methods of training. The choice of the methods depends upon several factors like cost of training, number of employees, level and depth of knowledge required, background of the trainees and purpose of training and so on.

Training methods are usually classified by the location of instruction. Mainly two methods are being used now-a-days – On the job training methods and off the job training methods. On the job training is provided when the workers are taught relevant knowledge, skills and abilities at the actual workplace. Off the job training methods, on the other hand, are provided at a location other than the real work spot\textsuperscript{22}.

**A) On-the-job Training Method (OJT)**

As per a Chinese Proverb,

\footnote{\textsuperscript{22} Noe, R.A. (2005), Employee Training and Development (3\textsuperscript{rd} Ed.), Tata McGraw Hill, New York, pp 76-84.}
On the job training is the process of acquiring vocational skills through actual work-experience performed under close observation and instruction of an expert / Supervisor / Trainer. OJT provides an excellent opportunity to engage in work while learning. It also provides an excellent opportunity for employers to employ and train persons to meet their unique employment needs.

On-the-job training is the gaining of knowledge and skills in the workplace rather than in a formal classroom setting. OJT is the training received while actually performing a job and probably earning remuneration.

OJT is a well-established and well-used intervention designed to enhance individual skills and capabilities with the characteristics of – being delivered on a one-to-one basis and taking place at the trainee’s place of work. It is defined as planned, job specific training conducted at the work site by a supervisor or an experienced fellow employee, using the actual equipment, tools and processes of a specific job.\(^{23}\)

There are several on-the-job training (OJT) interventions like job instruction training, coaching, counselling, mentoring, deputation, officiating etc. On-the-job training, sometimes called direct-instruction or sit-by-me training is the earliest kind of training. It is a face to face, one-on-one kind of training at the job

site where someone who knows the task shows another how to do it.

Advantages of On-the-Job Training$^{24}$ –

- Training can be delivered at the optimum time for example immediately before a job is to be performed ‘for real’ in the workplace.
- The trainee will have opportunities to practice immediately.
- The trainee will have immediate feedback.
- Training is delivered by colleagues, and can go some way to integrate the trainee into the team.
- Since OJT occurs in the real workplace and under a real environment. Thus, transfer of learning to work performance is highest in OJT.

Apart from advantages, OJT can also have some disadvantages, as discussed below –

Disadvantages of On-the-Job Training –

- There is a tendency to fit OJT in when it is convenient for office routine rather than at the optimum time for learning.
- The training may be given piecemeal and not properly planned, and the trainee gains a fragmented picture of the organisation.
- Too much training can be delivered in one session leading to ‘Information Overload’ and trainee fatigue.
- If immediate practice is not accompanied by feedback, the trainee can feel abandoned after the initial experience.

B) Off-the-job Training Methods –

Off-the-job training refers to organised learning activities conducted away from the workplace under controlled conditions by an instructor / facilitator. Off-the-job training can be imparted in two ways – in company off the job and external training. But, in company off-the-job training is more preferred by the organisations because it is less expensive.

Under this method of training, the trainee is separated from the actual job situation and his attention is focused upon learning the material related to his future job performance. Since the trainee is not distracted by job requirements, he can focus his entire concentration on learning the job rather than spending his time in performing it. There is an opportunity for freedom of expression for the trainees.

Off-the-job training methods are usually based on class-room training. It provides the trainees with an environment that includes a lab, an instructor, and a structured approach to teaching.

In company off-the-job training or in-house off-the-job training is the best way to acquire advanced manuals, office, customer service or selling skills and to learn about company procedures and products. It also increases the trainee’s identification with the organisation.

This method is an affordable, economical and easier way to train several staff members at the same time and same place.

There are a number of methods and techniques available with the choice depending on what is to be imparted. The main methods25 are as follows -

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• **Talks** are the best used for imparting knowledge such as company history and policies, legal matters regulations, recipes and an outline of methods and procedures.

• **Discussions** are best used to elaborate on and to consolidate what has been imparted by other techniques.

• **Lectures** are also undertaken to provide detailed and in-depth knowledge to the trainees.

• **Case Studies, Projects, Management Games** are best used to illustrate and to consolidate the function of management such as planning, analytical techniques, Decision making etc.

• **Role-Playing** is best used to develop social skills such as receiving guests, handling customer complaints, selling, interviewing or instructional techniques. It can also be further supported by video-tape recording etc.

• **Audio-Visual Techniques** cover an array of training techniques, such as films, charts, slides, video-tapes, overhead projectors etc. It allows the participants to see while listening and is usually good at capturing their interests.

• **Conference Method** is also based on discussion method. It encourages the participation of all members of a group in an exchange of opinions, ideas and criticism. Its, purpose is to develop the decision making skills and problem solving skills of the trainees.

• **Programmed Instruction** is one of the innovations used in teaching technology developed in recent years. Here, the material to be learned is prepared in such a way that it can be presented to the learner in a series of sequential steps. These steps progress from simple to more complex level of instruction. The information to be taught is presented in the form of a
programme, which is developed by the person (programmer) and the people for whom the programme is being written is referred to as the target population.

Advantages of Off-the-Job Training Methods 26-

- Off-the-job training programmes are conducted under controlled conditions, which help in enhanced learning.
- This training normally occurs in group settings. This helps the trainees to interact with each other and benefit from their expertise.
- It helps employees to focus on the training and not be distracted by work.
- As it is a group learning activity, all the trainees are trained under similar conditions and possibly by a single trainer, which brings uniformity of learning.

Disadvantages of Off-the-Job Training Methods –

- Off-the-job training programmes are expensive as they are organised away from the workplace (especially in case of External Training). The major heads of cost are– transportation cost, course fees, examination fees, materials, accommodation, audio-visual equipments, and trainers fees etc.
- It leads to loss of mandays because the services of the employees are not available during the training period, which may adversely affect the production and delivery targets.
- Since this training takes place in an environment that is different from the real one, hence it may cause hindrance to the transfer of learning.

Off the job training programmes are more often conceptual in nature due to which the practical learning is limited.

**What should be the level of Learning**

Learning can be described as a relatively permanent change in behaviour resulting from instruction or stimulation from external sources, from one’s own practical experiences and from insight arising from reflection. Learning takes place as a result of perceptions, which is the ability to observe the outside world through the senses.

In training context, learning could be described as the process of acquiring knowledge, developing skills and cultivating attitudes and behavioural patterns so that an individual is better able to perform his job and improvement the achievement of organisational objectives. Learning is an active process. Greater the involvement between trainees and trainer, greater will be the level of learning. Participative learning is therefore more effective. Learning is facilitated by knowledge of results i.e. feedback; given to the trainee on his learning. The feedback should be immediate feedback shows the gap between what was sought to be achieved and what was actually achieved.\(^{27}\)

There are basically three levels at which training inputs are taught to the trainees. At the lowest level, the employee must acquire fundamental knowledge, develop a basic understanding of a field and become acquainted with the language, concepts and relationship involved in it. The second level is based on skill development or acquiring the ability to perform in a particular skill

area. The highest level aims at increasing operational proficiency. This involves obtaining additional experience and improving skills that have already been developed. Thus the inputs of training can be offered at these three levels.

**Learning Principles**

To be present at a programme of training does not always ensure the trainee’s learning. The trainee may make genuine efforts to learn, and yet, at work, he may make little use of the insights he developed in the classroom. Training costs are unjustified if the participant does not, for whatever reason, use his learning in his work, or if he has failed to understand how the classroom experience relates to his job.

The trainee’s learning from a formal classroom situation depends mainly on the factors below –

- **The trainee’s receptiveness** – This is the trainee’s general response to the training programme offered.

- **The trainee’s rapport with the trainer** – Training by itself does not induce people to learn. The trainee’s receptiveness to learning is closely related to how well the trainer communicates with participants; It can be further enhanced if the trainee feels that the instructor is sympathetic to the trainee’s learning efforts and if he makes efforts to make it more interesting by experimenting with new concepts.

- **The Climate of training** – The effectiveness of training is also based on the climate of training provided to the trainees. Trainees are more interested to learn if they are encouraged by
trainer to participate actively in group discussions, work collectively in a team or on a project etc.

The basic learning principles are as follows$^{28}$ -

- Learning requires purposeful activity.
- Learning is a process of the whole individual.
- Learning is based on past experiences.
- Interest is essential to effective learning. Learning requires motivation.
- Recognition and credit provides strong incentives for learning.
- People learn more when they are held to account and made to feel responsible for learning.
- Knowing ‘why’ makes learning more effective.
- Knowledge of the standard required makes learning more effective.
- Continuous evaluation is essential to effective learning.

**Development – An Introduction**

Managers are the indispensable resources, the priceless assets of an organisation. They generate creative ideas, translate them into concrete action plans and produce results. When they succeed, they are able to keep everyone in good humour-including shareholders, employee and the general public. They are hailed as “Invincible corporate Heroes”. When they fail, they destroy the scarce corporate resources and make everyone cry.

The outcomes of managerial actions thus are going to be deep, profound and decisive. To get ahead in the race especially in a complex, dynamic and ever-changing world, managers need

to develop their capabilities that go beyond those required by the current job.

Management Development is a planned, systematic and continuous process of learning and growth by which managers develop their conceptual and analytical abilities to manage. It is the result of not only participation in formal courses of instruction but also of actual job experience. It is primarily concerned with improving the performance of managers by giving them stimulating opportunities for growth and development\(^{29}\).

Development is an educational process as it tries to enhance one’s ability to understand and interpret knowledge in a useful way. Development is different from training in that it is often the result of experience and the maturity that comes with it.

Management Development focuses more on the manager’s personal growth. It is more future oriented and more concerned with education than is employee training\(^{30}\).

**Need for Management Development**

In general, the need for management development programmes has become indispensable to modern organisations due to the following reasons\(^ {31} \):

- The rapid rate of technological and social change in society has necessitated the need of such programmes.
- The introduction of automation, intense market competition, growth of new markets, enlarged participation of labour in

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management etc. have led to the need for development of managerial personnel.

- The increased size and complexity of most organisations – Governmental, Industrial, Commercial, Non Profit Public Services etc.
- The frequent labour-management strives have necessitated the need for management development.
- The recognition by business and industrial leaders of the social and public responsibilities of management has necessitated the development of managerial personnel.

**Levels of Development**

The term development refers broadly to the nature and direction of change induced in employees, particularly managerial personnel, through the process of training and educative process. Management development requires clear setting of goals, i.e. what one wants to achieve through development, how this can be achieved and the time frame for completing the various stages of development. Setting clear goals helps in providing the direction for development and adopting relevant strategies for that. Management development is a continuous process as there is no time limit for learning to occur. It is not one-shot programme but continues throughout the career of a manager. In an organisation, Management development programmes can be organised at all three levels of management namely Top level, Middle level and Lower level. At top level, the management development programmes are mainly designed to enhance the

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conceptual skills, problem solving and decision-making skills of the managers so as to make effective decisions about corporate goals, business policy & expansion etc. At middle level, these programmes aim at enhancing the intellectual level of the managers so as to make them more confident and competent to carry out their responsibilities. At lower level, these programmes aim at increasing the knowledge, skills of lower line managers so as to provide all best possible support to their subordinates.

Overall, management development programmes are based on the assumption that there, always, exists a gap between an individual's actual performance and his potential required for the performance. The untapped potential can be translated into actual performance through management development process. Thus, what is required in the process is to inculcate complementary skills in the individual to utilise his full potential.

The researcher has discussed above the concept and need for management development considering that skills and competencies enhancement is also required at managerial level because managers give the right direction to the organisation and take organisation to the path of success. But management development is not of so much relevance for the present research work because the present research work is based on the study of employee training and development programmes.

The next chapter will discuss about the various training and development initiatives taken up by Mawana Sugar Works (MSW), Mawana.