Chapter – 3

Training and Development: A Conceptual framework
3.1 Meaning of Training and Development:

Training is a mechanism to improve knowledge, skill, abilities of the people in a planned and systematic way, so that they can excel in performance. K. Ashwathapa\(^1\) referred training as an attempt to improve current or future performance of employee by increasing an employee's ability to perform through learning usually by changing the employee's attitude or increasing his or her skills and knowledge and involves active participation by the employee.

John Bernardin\(^2\) expressed training as an action to improve employee performance on a currently held job. This usually means changes in specific knowledge, skills, attitudes or behaviours.

Training is thus an act increasing the knowledge, skill, abilities of an employee for doing a particular job. Through training an employee can increase the quality\(^3\) and quantity of his present job and prepare himself for higher level job.

According to W.S Cascio\(^4\), training consists of planned programmes designed to improve performance of an individual or group of individual. It appears from these views that training provides specific skills to correct deficiencies in present performance of workers. A worker may have some deficit in understanding of a work process. Training can be used to correct this deficit. In contrast, development is an effort to provide employees with the abilities the organisation will need in the future.

According to Dr. A.K Ghosh\(^5\), “development focuses on future job performance and involves personal growth of the employee”.

Neonard Nadler rightly mentioned that development is learning for growth of the individual but not related to specific present or future job.

It appears that in case of training focus is solely on the current job. In development focus is on current as well as future job. The scope of training is on individual employees, whereas the scope of development is on entire work group or organisation. That is training is job specific and addresses particular performance deficits or problems. In contrast, development is concerned with the workforce's skills and versality. Training tends to focus on immediate organizational needs and development tends to focus on long term requirements.

The goal of training is fairly quick improvement in workers' performance whereas the goal of development is concerned with overall enrichment of the organisations' human resources. Training strongly influences present performance levels, while development creates flexible human resources in long run. V.S.P. Rao\(^6\) opined that development is oriented to individual needs of employees in addition to organizational needs. Sometimes people might appreciate development but resent for training. This is because training often implies that a person has a skill deficit, so employees may develop negative idea for training. It is difficult to change this perception. Still a company can follow the view of improvement through training rather than using the term correction.

From the above definitions given by different authors, it is revealed that training is meant for improvement in employee performance on a present job while development emphasizes on future job.

From the above discussions about the meaning of training and development some of the major differences between these two concepts are enumerated here.

Conceptually training is a mechanism of enhancing competencies of an employee whereas development is a mechanism of improving the overall personality of an employee. Regarding target group training is usually concerned with non-executive but development is concerned with executives. With regard to objectives, training is to prepare the employees to perform present job well and objectives of development is to prepare employees for better performance in any

kind of future job.

In respect of need satisfaction, training helps to satisfy lower level needs whereas in case of development, it satisfies higher level needs. Considering cost perspective training is less expensive whereas development is more expensive. Regarding result, training gives quick result whereas development takes some time for good result. Regarding skill, training emphasises more on technical skills but development improves both technical and conceptual skill. The scope of training goes to individual employees whereas in case of development it is extended to work group.

3.2 Evolution of Training and Development:

The training and development concept is a major and dynamic part of Human resources Management literature. HRM is a most dynamic subject. The evolution of training and development is a major development in HRM practices. That is why evolution of HRM and evolution of training and development are intimately connected.

**Early Phase:** (Upto 400 B.C) It is seen during Babylonian period minimum wages and incentive system were in existence. That means system of personnel administration was in vogue.

Chinese revolution on division of labour is the most important event during 1650 B.C. to 1200 B.C. The concept of work divisions and assignments to specialized persons for doing a work was an outstanding development in that period. This later on led to the development of the concept of training and development of employees.

Kautilya’s Arthasastra developed the idea of training people and motivating them for smooth functioning of the organisation. During this time promotion was based on performance and potential appraisal. Employee training made a major impact on performance.

**Second Phase:** (400 B.C to 1929 A.D.): During this period evolution of machines and their use in production for huge and large quantity was a dramatic
development in industries when gigantic industrial empires of financial tycoons came into existence. The new technology put importance in mass production and reduction on dependent of labours. But the training for handling new discoveries and inventions became essential.

F.W Taylor developed some scientific methods of increasing efficiency of workers. Taylor had the idea that people should not waste time while they are engaged in work. They should perform the task as per requirement of the organisation. So far increasing performance and decreasing wastes, scraps training tool was used.

**Third Phase: (1930 to 1983)** Eltan Mayo was pioneer in development of social and psychological factors of a worker. He along with his Harvard colleagues argued that productivity depends on some social factors and psychological factors. The concept of training programmes developed to train the supervisors and also workers. For disposal of labour issues, motivating workers and creating a state of heady industrial relation, personnel management made tremendous influence during the proud from 1950 to 1983.

The idea developed like that the workers will give their full effort in a healthy, safe, comfortable and convenient environment. The management should strive to develop the workers through training for present job and future job. So the concept of training and development gained importance in this period.

**Fourth Phase (1984 onwards):** There has been revolution in technology and communication which changed the relationship between the employer and employees. The workers ware considered to be resources and most vital factor of production. The world has become the labour market for many skilled and unskilled jobs. The importance of skilled workers has gained much importance. That has led to training of workers to face such challenging acceptance throughout the globe.

The workers are treated as partners in the company. They are not cogs of

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the machines or tools that can be purchased or sold-out in the market. Importance of workers as assets of the company is very much noticed during this period. It is observed from the behavioural manifestation and activities of the management and also from the formulation of HR policies and practices after introduction of national economic policy of our country. There has been a paradigmal shift of economy from controlled, regulated and protected (CRP) economy to liberalised privatised and globalised (LPG) economy. All this makes it a global village where restriction to carry on business (selling up factories etc.) in any part of the world is minimal / nil. In such situation a state of fierce market (aggressive competition) is prevalent.

Now the question of existence of organizations in hypercompetitive market arises and organisation that can be able to delight the customers through delivery of quality goods and services can remain and grow in the market. So, for producing such quality goods and delivery of service development of people's competency is a necessity. And that is why training as a mechanism for developing competency is needed.

3.3 Conceptual Perspectives of Training and Development

Organisational activities are performed through the people at work in organisation and it is possible to function, if the people possess required skill, knowledge, abilities, attitude to perform. But it is evident from the experience and research work that the degree/ level of core competence, attitude, differs from employee to employee According to Dr A.K. Ghosh\(^8\), the employees who lack skill, ability, knowledge need reinforcement for strengthening the deficit areas.

Training provides necessary input to such people so that they can perform their best to achieve their goals and the goals of organisations as well. So, the training is needed to help the people and also help organisation to survive, grow and develop. The concept of training can be enlightened with the importance of training.

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Training helps increasing knowledge, ability, skill and attitude of employee which ultimately help them to perform the job better. It makes the people committed, contented through satiation of their physiological and psychological needs.

Through training employees get thorough idea, knowledge about organisational culture that helps them to contribute more for the organisation.

It helps in reduction of accident-rate, waste and scrap. Employees morale also increases through training and development. According to Gary Dessler\(^9\), Japanese firms have often pulled ahead of U.S. firms because of meticulous training programmes developed for their employees. It can be possible for the organization to introduce a scheme of employee empowerment, involvement and participation by developing competency of the employees and also by changing their mind frame through training.

### 3.4 Objectives of training and development

Training is a continuous process of enhancing skill, knowledge, competencies of employees so that they perform their present job. The basic objective of training is to help organisation to achieve its goals by adding value to the employees. O.Jeff Haries (1976) has expressed that, training of any kind should have as its objectives, the redirection or improvement of behaviour, so that the performance of the trainee becomes more useful and productive for himself and for the organisation of which he is a part.

Training normally concentrates on the improvement of, either operative skills, (the basic skills related to the successful completion of task), inter personal skills, decision making skills or a combination of these. Training policy of the company is formulated looking to its vision, mission, and also employee's, strength, operational activities, technological advancement and so on.

Through a systematic planned training programme, the employees can improve their knowledge, skills, and abilities. They can enrich their knowledge

through participation in training programmes and workshops. Workers can remove wrongful, rigid perception and can strengthen their weak areas. The new entrants get benefited through participation in training as their abilities, skill and knowledge are enhanced. Employees grow with the organisation as the necessary input requiring for job performance in changing scenario is provided to them.

In the age of competition, the organisation needs to introduce new methods, technique, device, latest technology. This is possible if the employees are aware of the recent changing phenomena and accept changes. Through training, mindset of people gets changed and adapted with organisation's needs. As per Dr. A. K. Ghosh\textsuperscript{10} a reservoir of talented, committed and loyal work force can be created through training to face challenges in the competition and it is possible for the company to delight the customer and obtain competitive advantage.

Tailor made programmes are designed to make the employees feel the effect of absenteeeeism, necessity of increasing production and productivity. Different schemes of the organisation for providing welfare benefits, social security to reduce employee turnover rate are also made known to employees through training improves knowledge, skills, competence of the people to identify the probable issues, problems to be confronted in near future, and how to face the challenges.

Dynamism is needed to activate amongst the employees so that they can realise the necessity of dynamic activities for their survival and the organisation also. Training is such a mechanism that it makes the people dynamic. Training prepares the people to perform the job of higher responsibility through development of skill and knowledge. So, it helps to prepare succession planning to ensure that company can function effectively and smoothly.

A remarkable objective of training is to prevent the obsolescence of the employees by updating their skill and knowledge. The jobs the employees do keep changing. The industrial technology is also changing very fast. To keep pace

\textsuperscript{10} Dr. A.K. Ghosh: Human Resource Management, 1\textsuperscript{st} Edition, Manas Publication, New Delhi, page-204.
with the changing technology, organisations adopt mechanization, automation and electronic data processing. Training is essential to update them.

One of the objectives of training is to provide employees opportunities to take up higher responsibilities through promotional scheme. For such elevational purposes they are given appropriate training to prepare them for future assignment.

3.5 Training, Development and Education.

Training, development and education terminologies are often used interchangeably. It apparently seems that these are similar. Leonard Nadler (1979) has distinguished main points of differences between training, education and development. He states that training involves learning related to present job, and its purpose is to improve performance on the present job. While the focus of education is on learning for an identified job, which is very near in future. He means development as learning for overall growth of the individual for taking up any responsibilities.

The main objective of development is general growth of an employee. According to Michael Armsrong\(^{11}\) the planned and systematic modification of behaviour through learning events, programmes and instruction which enables individuals to achieve the levels of knowledge, skill and competence can be done through training. According to him development of the knowledge, values and understanding are key factors rather than enhancement of skill. This is education. He meant development as growth of a person’s ability and potential.

It appears from these views that training, education and development have different meanings but all these mechanisms relate to learning experiences from different perspectives.

Training is a mechanism for enhancement of skill to perform present job well but education is concerned with increasing knowledge, skill, ability, values and understanding of employee's total environment. The area of learning of

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Training is confined to present task whereas the education is concerned with whole subject.

Training is practical oriented whereas education is mainly theory based. Training is very specific type but education is very broad. The main objective of training is to prepare the employee to perform the present job whereas the objective of education is to prepare the employee to perform different jobs.

Training is a short duration course and education is a long-duration course. In a nutshell it can be said that training is mainly to perform present job whereas education is meant for increasing knowledge, skill, values and understanding of employee's total environment. Education has broad perspective whereas training has limited perspective and confined to small area.

3.6 Training need identification:

The needs that can be met by training are training needs. Training need is the quantum of difference between job requirement and employee's existing job skill. The first step in training is to determine that a need for training actually exists. Organisation will commit its resources to training activity only if organisation goal is achieved. The decision to impart training is based on available data which are based on needs assessment.

The needs analysis ideally is conducted in the context of human resource planning (HRP) programme. Imparting training without conducting a needs assessment may lead to wastage of money and energy. A need assessment is a systematic objective determination of training needs. Three types of analysis describe objectives for the training programme. The three analyses consist of an organisation analysis, job analysis and person analysis\textsuperscript{12}.

The Sheraton\textsuperscript{13} corporation, for example, a hotel in the USA, specified that all hotel managers must be familiar with the implication of Americans Disabilities Act for hotel operation. A test of the law was conducted and result of the test was


used as a basis for identification of managers who needed training on the implication of law. Performance discrepancies do not automatically indicate a need for training. The analyst must see whether the discrepancy is skill or knowledge deficiency. Sometimes the required skill is present and performance is still lacking then the problem may be motivational in nature and it may require some other type of organisational intervention.

An organisational analysis is concerned with study of corporate business strategy and HR plans. To do this, an examination should be made of the organisation goals, employee performance data, climate and efficiency indices. This examination should ideally be conducted in the context of labour supply forecast and gap analysis. According to Mejia\(^4\), Balkin & Cardy, organisational analysis examines broad factors such as organization's culture, mission, business climate and long and short term goals. There may be constraints that may hamper the training process and that should be explored.

Normally companies rely on very detailed surveys of the work force to determine training needs. Motorala and IBM for example, conduct annual surveys that assess particular training needs in the context of the company's short and long term goals. The analysis of short and long term goals of the organisation is done to channel the training towards specific issues. These are improved customer satisfaction, increased productivity, less accident and others.

Employee mobility, retirement and turnover can be depicted in a human resource inventory. The number of employees in each knowledge and skill group, which can then be compared to the skills needed based on the gap analysis on the HR planning process can be obtained from sophisticated personnel inventories process. For example, the Ford Manufacturing system Division, an American company, decided to change to a new programming language for future support work. It was the first step to determine the extent to which current staff was sufficiently skilled in the new language.

Personnel inventory quickly revealed how many of the staff had at least

\(^4\) L. R. Gomez-Mejia, Balkin and Cardy: Managing Human Resources, 3\textsuperscript{rd} Edition, Prentice Hall of India, New Delhi, page-264
basic knowledge of the new languages. A study of climate and efficiency indexes is important to identify problems which can be abolished through training. Climate indices are quality of work life indicators and include records on turnover, grievances, absenteeism, productivity, accident, attitude surveys, employee suggestions and labour management data. Job satisfaction index gives data on employee perception towards the work itself, supervision and co-workers.

Efficiency index gives the costs of labour, material, distribution, the quality of the product, waste, late deliveries, repair and equipment utilisation. These data may be examined to see any discrepancies between desired and actual performances. It is also important to identify constraints on training efforts in any organization. For example, if the advantages of training are not clear to top management, they may not be able to plan and budget correctly for training. That may lead to wrong design and implementation of training programme.

Job Analysis: How a job can be satisfactorily done that is answered in job analysis. Both a worker oriented approach and task oriented approach should be used while conducting a job analysis. The critical incident technique (CIT)\textsuperscript{15} is particularly valuable because it provides considerable details on the job and the consequences of specific work behaviours. A task oriented approach is concerned with identifying particular training objectives that are used in curriculum development and programme evaluation. More than one methods can be used for determining training needs. If interviews or questionnaires are used and discrepancies arise between what a supervisor says and how an employee states, these discrepancies are resolved before any training programme is designed.

Person analysis: A person analysis attempts to answer the question of who needs the training in the firm and the specific type of training needed. supervisor is responsible for conducting an individual training programme. The programme is developed jointly by the supervisor and the subordinate. They takes decision on the courses that should be taken and they decide also the frame of work for completion. The goal is to reach a certain level of proficiency which is considered necessary for current as well as future-job.

So, the training needs can be ascertained from the following circumstances.

- When existing level of skill, knowledge, competencies of employees falls short of optimum level of skill, knowledge and competence required for performance of present job, training is needed to compensate the vacuum of such skills.

- Organisation needs uninterrupted business activities for survival, growth and development but there is likelihood to disturb business activities in a situation where succession planning system is not effective. To make the succession planning system meaningful and operative, employees training need analysis is required.

- Sometime the workers have abilities and skills but they lack motivation to perform the job enthusiastically. In this case workers need motivation training.

- In changing scenario, organisations face stiff competitions, and to combat challenges of competitors, employees need to change their mindset to accept and adopt the new environmental situation. They need training of advanced technologies, machines and techniques in organisation. Such transformation of mindset is possible through training.

- Employees work in a team. To achieve the organisational goals, employees need to develop team spirit. This is possible through training. It can develop sense of togetherness, “We-ness” amongst the employee.

- Employees should know the strength and weakness of the competitors and develop competitive spirit. Through training enthusiasm is generated. Competitive spirit is created among employees. Had it been known to employees the strength of the company and where they do stand training will help them to overcome the situation.
3.7 Most frequent training programmes offered in paint companies:

A brief idea of one some training programmes that are offered by most of the organizations are given here to get an idea of different types of training.

i) **New employee orientation:** An organisation always conducts such a programme for any new employee when appointed. The programme is meant for awareness about the organisation and it is of short duration, normally for twenty one days or fifteen days. While 8 out of \(10^{16}\) organisations in the United states that have more than 50 employees provide orientation, it is just a superficial introduction into company philosophy, policies, and rules.

ii) **New Equipment operation:** Any new machinery requires trained personnel to handle it. Handling or operation of new machinery or equipment by untrained person may cause disaster to a great extent. So training is imparted to employees to operate such equipments to avoid loss or disaster.

iii) **Product knowledge:** Any employee must have the idea of the product of his/her company. The employees should have knowledge about utility of the product and its customers. The quality and the standard of the product are conveyed to the employees through training.

iv) **Team Building:** Team spirit is essential part of achievement of organisation goal. Every organisation conducts training programmes for developing team spirit among employees.

v) **Safety:** Safety training for employees particularly where hazardous operation are made occupies an important factor. Wrong handling of raw materials in process can create hazards/damages. Employees are trained regarding handling of materials, machines and also employees are trained about emergency situation including availability of the fire extinguisher.

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vi) **Quality improvement:** Every organisation imparts quality improvement training. The employees are trained about improvement of quality of product. This is a continuous process. Training is regularly conducted to make aware of improvement of quality of the product to satisfy customer needs.

vii) **Ethics:** On ethical perspective training is a modern concept. To survive in the competition, quality product should be supplied and it is to be seen that the customers are not deceived. Employees are trained about philosophy of the company's goal and accordingly training related to ethical norms is given to them.

viii) **Diversity:** The product diversification has become an important phenomenon now-a-days. There has been threat of competition, natural calamity, change of habit of customers. But if the company has variety of products it can survive from loss of a particular product. They should be acquainted with diverse products through training.

ix) **Time management:** How effectively in minimum time a product can be produced is an area of time management. This is an important factor in every organization. Most organizations make the employees aware of efficacy of time management through training.

x) **Work Skills:** Development of work skill is one of the important training programmes. This programme enhances the existing skill. Skill is vital for achieving quality product. This is very common training programme, as the employees are required to develop KSAs (Knowledge, Skill, Abilities).

xi) **Yoga Training:** To maintain peace in the workers' mind, yoga training is now in existence. Many organisations such as Asian paints, ICI, ITC, provide such training to workers to concentrate on their job amidst family and personal problems. Concentration of mind is created through yoga training.
3.8 Training Philosophy:

Every organisation has specific philosophy\textsuperscript{17} for imparting training to its employees. Sometimes more importance is laid on increasing skill and competencies of the employees. This may result in quality production of goods and services. It helps to face the challenges in the market, and the organisations for this purpose, develops policy and procedures to design and initiate courses of action for implementation. Some organisations take the whole concept casually and lay stress on training when they face through competition only. These organisations do not have any principle or policy on training on permanent basis or long terms basis. They fail to build up a trained manpower.

Some organisations are not at-all conscious about the necessity and effectiveness of training or the out-come or result of training. They allocate funds in the annual budget for training but do not attach much importance for proper and effective utilization of the fund due to lack of positive philosophy on employee training.

In changing scenario, organisations have to pass through severe competition that demand customers' delightment through quality product and services, and this is possible if the employees have acquaintance with latest technologies and they have learning experiences for world class production. This whole process of transformational activities of employees is generated through training. If no clear cut strong training philosophy is developed, organisation may not be able to survive, grow and develop. So, organisation should develop training philosophy with these basic elements.

- Company’s long term vision, mission and statement should be reflected in all training programmers.
- Changing situation, environment, future trend of activities, nature and type of participants should set due importance.
- Government role, intervention, policies, international relation should be

\textsuperscript{17} Dr. A.K. Ghosh: Human Resource Management, 1\textsuperscript{st} Edition, Manas Publication, New Delhi, page-209
thoroughly pursued while developing training philosophy. Company should consider latest technological advancements, research activities, innovation or introduction of behavioural theories at the time of formulating of training policy.

- Training should be based on developing "problem solving ethic" and problem prevention culture:

- Performance management, reward management and total quality management should have priority in training design.

- Training activities should be systematic and continuous.

- Each and every employee should be given proper training for excellent in performance.

- Training should be based on awareness development, self-development, role contribution and team building of employee for creating cohesive and co-operative cultures in the organization.
On getting to know the conceptual ideas about training, development, education, training philosophy and also various training programmes usually conducted to develop competency of the people, it is now very pertinent to discuss the training methods generally used by various organizations for such purpose.

3.9 A brief idea on training methods:

Methods of training imply the techniques to be used in imparting training to improve skill and ability of employees so that they are enriched with knowledge and they can excel their present performance. Training approaches vary by location, presentation and type. Before going to discuss the types or methods of training some highlights are given on location and presentation of training. On the basis of location- Training can be carried out on-the-job or off-the-job. In the very common on-the-job training (OJT) approach, the trainee worker works under the guidance of an experienced worker or supervisor or trainer. On-the-job training methods provide training in its workplace. People learn while doing the work. Approximately 90\(^\circ\) percent of industrial training is conducted on the job. It is informal as and when an experienced worker shows a trainee how to perform the job or tasks. The trainer or supervisor watches over the trainee to provide guidance.

Mainly OJT is associated with development of new employees for making them aware of procedures or work methods. It is observed that many companies combine OJT with formal classroom training. OJT is particularly applicable when participatory learning is essential, One-to-one training is necessary. Only few employees need training where it will not be cost effective for taking employees outside of the organisation. OJT is applicable where classroom instruction is not appropriate. Sometimes equipments and safety restrictions make other training methods ineffective. Then on-the-job training is considered essential. Sometimes work-in-progress can not be disrupted. Where frequent changes in standards of operation take place OJT: becomes more fruitful. Sometimes immediate changes are required to meet the new safety requirement. In that case OJT gains more

importance. Sometimes individual performance test is required for certification. In this case OJT is more effective than other methods.

On-the-job-training has both advantages and disadvantages. This type of training is obviously relevant to the job because the tasks confronted and learned are generated by the job itself. OJT saves the organization of the expense of taking employees out of the work place for training and helps to reduce the cost of hiring outside trainers because company employees are generally capable imparting the training. It has negative side also. Sometimes the quality and content of OJT can vary substantially across organisations. This variability causes difficulty for managers to judge the skill level of a potential worker. Off-the-job training is an effective alternative to OJT. It is training away from work place. It may be in-company or external training. Organisations use these methods for changing attitudes, and behaviour of people at work and also to enhance their knowledge, skill, ability for excellent performance in their job. It helps it develop conceptual aspect of skill. It enriches knowledge in specific field.

It helps improve communication skill and analytical skill. It moulds mind set of employees. It makes aware of different techniques of motivation. The employees are made known to latest rules and techniques. Training is imparted through various presentation techniques.

3.10 Different methods of Training:

**On-the-job training**

- **Job Rotation:**

   It is rotation of employees from one job-to-other job or from one department to other department. This technique is much practiced in service industries. It is also used in Indian paint industry and other organizations. Under job rotation employees with similar designations are moved from one kind of job to another, from one department to another department to gain knowledge, experience and expertise of different types of job. In job rotation,
employees can enrich knowledge, improve competence through working on different jobs or departments in organisation. It helps to gain mastery over the whole process of ability. It removes monotonous state of feeling. It encourages employees to excel performance in new area. It facilitates promotional opportunity of employees.

There are some disadvantages also in this type of training. All employees may not be able to gain adequate experience of job knowledge design the training. It may not bring good results if the design of the programme is faulty or irrational.

- Coaching:

Coaching is a method to make employees competent through continuous attention and supervision. It is a direct and man to man technique which considers individual employee’s competency, level of education and experience. According to V.S.P Rao, coaching is one-to-one relationship between trainees and supervisors. Generally, a supervisor is assigned the job of a coach who gives continuous effort in supervising trainees’ job. He corrects, modifies the operative functions, helps to improve skills and abilities of the employees so that it can excel best performance. Here trainees get continuous help, assistance, guidance from the coach. Coach provides every support and positive stroke to employees to learn job in a short time.

Learning process becomes easy and smooth for developing interpersonal relationship between supervisor and employee. It helps in immediate rectification of errors in operative activities. There are some disadvantages also. Sometimes supervisor may consider “coaching job” as imposed assignment and he may take it casually. In industrial setting, coaching is believed to be regular and no emphasis is given towards quality learning. Sometimes trainees do not posses expected skill and capability. In these cases, coaching may take abnormally much time. Trainees’ development of skill, ability, knowledge may not be adequate if the

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supervisor's knowledge is limited.

- **Mentoring:**

  It was one of the on-the-job techniques. It may happen sometimes that senior employees may not have adequate knowledge or experience which is necessary in newly developed technologies, though in other areas they do not lag behind. Some employees may need guidance, counseling for strengthening, reinforcing weak areas. Mentor, who is generally company's executive, helps employees through counseling, and guidance to acquire particular knowledge and skill for better performance of their work. Mentoring is a kind of coaching to develop a specific skill. This method is not used as a tool to develop competency of non-executives. Basically its application is very much found in the organisations as a technique for promoting skills amongst the executives.

  John Arnold and Karen Johns (1997) expressed mentoring as teaching someone by an individual (the mentor). It promotes values and status. Learners develop mutual understanding and personal relations with mentor through interactive process. Empathic feeling of mentor towards trainees facilitates self development. It promotes the feeling of sense of belongingness to the company and also helps to create a climate of cooperation and mutuality. The morale of trainees also raises.

  There are some shortcomings of mentoring. It happens that some employees or colleagues do not take this technique in good spirit. Sometimes conflict may arise among protégés and non-protégés for use of this technique. Non-protégés may consider that opportunity for development of particular skill is given to some employees only who are believed to be close to higher management. It may lead to unhealthily human relation in the organisation. Non protégés may feel also that they are deprived. Such feeling may lead to decrease in productivity. It has a very limited scope of applications in the organisations.

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• **Demonstration**

Through this technique the trainees know the job through description or explanation of the process of operation. It is a direct process. Employees (trainees) directly watch and observe. Normally supervisors, senior colleagues are assigned the duties of teaching through demonstration. This method goes through some stages. Trainer describes the whole process of the job. He explains how the job will be performed, how much time takes to perform different processes of whole job; what tools, devices, inputs, support required to complete the process. Demonstration process of learning is popular and easy to understand.

Trainees acquire knowledge and skill of operation at a shorter period time. In case where technical skill predominates this process is suitable. Organisations do not need device, tools and machines. Normally they use existing mechanics and equipments Employees are allowed to experiment practice immediately after demonstration. So, there is no possibility of making mistakes. But this method is not free from limitation. During the time the learning exercise is used production is affected as the process of learning ceases productive operation.

• **Job Instruction:**

This process of training is a direct connection of supervisor’s and trainees. The J.I.T. method was developed during World War II.\(^{21}\) Under this method trainer trains employees as coach, guide through instruction, explanation and demonstration. The success of this method depends mostly on trainees aptitude, desire for training, grasping capability and competency. According to Dr. A.K.Ghosh\(^ {22} \) it also depends on training materials, contents, environments and training duration. It requires company management's support towards employee training. Its success also depends on job analysis.

Sometimes training education and cost benefit analysis are also


required to make successful of this technique of training. This technique of training gives trainees the ideas of the job, steps and working with the machines and equipments in various steps. Success of this method also depends on congenial, climate for training, mind set for acceptance of learning, awareness of job description. To make this method successful the trainers are to find out as to how much they have learned and the areas where they lag behind. Guidance through instruction to perform job is also necessary to excel the area of performance.

Sometimes it causes disturbance in production activities of organization since machines or equipments are used for training purposes only. If supervisor lacks adequate knowledge level of competency quality training may be affected sometimes. Trainer may be influenced by some trainees for developing inter-personal relation through interactive process. It appears that learners also may develop fear psychosis to operate machines. It is not successful when theory based training is required.

- **Committee Assignment:**

Under this method of training, employees (trainees) are given assignment which are to be performed by the members of the committee. The activities cover identification of trainees to work as a team and determination of task for performance by team members. The genesis of problem needs to be found out through investigation. This method of training promotes trainees' level of judgment and reasoning ability. It helps to develop a sense of belongingness, the feeling of togetherness and team spirit. Trainees' morale level is also increased: Trainees are encouraged to change mental setup and to frame a new mind set as per team requirement. It does not involve much cost. Junior employees sometimes feel difficulty to adjust the new environment. But, if the whole team consists of new entrants the suggestion may not be of much effective.
• **Apprenticeship:**

Company arranges to give training to the people in different trades in terms of policy framed therein. Normally apprenticeship training is given for a specific period of time. Skilled employees/supervisors coach the apprentice through demonstration, explanation and description of job activities. After completion of training trainees may be absorbed in the organization when vacancies arise. In this method of training labour cost is much less compared to production/service rendered by the apprentices. The company can get trained manpower at low cost. The intelligent and capable apprentices may become frustrated for long duration of apprenticeship training and also for not being absorbed in job after completion of training.

**Off-the-job training:**

Off-the-job-training means, training away from work place. It may be in company or external training. Organizations use these methods to change attitude, behaviours of people at work, to improve human skill, to develop skill in conceptual aspects, to enrich knowledge in specific field. It is also aimed at increasing communication skill, analytical skill. It moulds the mind set of employees, it makes people aware of different techniques of motivation. It makes employees acquainted with latest rules, regulations, methods policies and procedures of the company. One advantage of off-the-job-training is that a large number of employees can be imparted training at a time. It happens in some situations the company needs to launch a product within a very short period of time. Then in such case people at work need to have a thorough understanding on procedural and other aspects before it is launched. In this situation ‘Off-the-job’-training method is much advantageous than on-the-job training. It saves time and expenses also.

• **Vestibule training:**

It is one of the off-the-job training methods. Under this training method, employees receive training away from their work place. Sometimes large numbers of employees are required to be trained at a short period of time. The
organisations create a replica of workshop where same type of machine, tools, devices are used to give a thorough understanding knowledge in operation and to enhance skill, abilities for development of competency of the trainees. The training method helps the employees to learn operation in job activities and also to have theoretical concept of the job for smooth performance. Since, the learners give service while in training, it helps to reduce cost to some extent. However, effectiveness of this training depends on course contents, quality of faculty, machines/equipments used, opportunities available for learning operations, course duration etc. Vestibule training is virtually a necessity when it is too costly or dangerous to train employees while on the job.

• **Lecture Method:**

Lecture method is an age old and direct popular method of training used in most organization where number of trainees is large and training is required to be given at a short period of time. This method includes talk, discussion, film shows, overhead projector, feedback and explanation. This method is less expensive and per trainee cost is minimum. This method becomes effective when the organization needs to make participants aware of its rules, regulations, procedures. It is used to improve human skill and conceptual skill and to develop also analytical ability. It promotes communication skill, negotiation skill and presentation skill. The effectiveness of this method depends on participants’ sincerity, seriousness and the willingness of accepting this method and also the mode of presentation, use of techniques made by the trainers. In this method a large group of trainees get the opportunity to learn within a short period of time. However, this method may not be successful when different processes of a job are to be understood.

• **Role playing:**

Under this method trainees play the roles of other characters to feel the situation, difficulties, inconveniences of other personalities during a normal course of activities. Selection of trainees is done in term of behavioral attitude

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like sympathy, empathy, misbehavior, impatience and soon. The trainer prepares notes for participants mentioning background of situation and role to be performed by each trainee. The trainer also explains the whole matter and a realistic situation for role performance. As a part of training mechanism it gives emphasis on observation, constructive criticism by other trainees, positive stroking and guidance by trainer. It may happen in organization that employees cannot render proper service to their customers for interpersonal/attitudinal problems. These employees cannot feel the difficulties and trouble which customers bear because of their ego contamination. Such employees are assigned the role of other personalities to play to feel others’ difficulties like a bank ‘cashier’ playing the role of a customer; a supervisor takes the role of his subordinate. It helps to improve interpersonal relations to enhance human skill and it changes attitude and behavior of trainees.

**Case Study Method:**

In this method a problem or a set of circumstances is presented before the trainees for finding out causes of problem, root of the issue and for submitting solutions or alternatives. The incidents and circumstances are job related which the trainees may encounter in the process of activities. This method depends on trainer’s knowledge on the subjects and area of operation, skill and ability of presentation of case. This method develops judgment ability of the trainees.

- **Programmed Instruction:**

  It is a method which helps trainees to learn operations, procedures, rules, regulations, through programmed text manual. This is also called ‘self learning’ or ‘learn by self’ method. It does not require participants to attend classes to receive training. They learn at home during leisure period. Trainees complete learning at their own speed. This method includes identification of areas where training need is felt, analysis of subject method, learning the study material and preparation of text materials. The participants are given training through programmed texts which contain facts, problems and short
questions. Trainees are required to answer questions given in texts units after study and they get feedback about their response whether it is correct or not. This method is effective when participants are aware of information relating to rules, regulation, policy, courses. Since trainees are not required to attend classes, the time is saved. It motivates trainees, as the learning of this method is not complicated and they can do it at their own time. Feedback arrangement also encourages trainees. According to Gary Dessler\textsuperscript{24} it is a systematic method for teaching job skills involving presentation of questions, allowing person to respond and giving the learner immediate feedback on the accuracy of his answers. But there are some limitations. Its application is very limited. Preparation of texts need expertise in subjects, specialized knowledge and skill. It is not easy for all participants to follow instructions. Sometimes programmed instruction cost is very high also. Efficiency of this method depends on quality of materials, trainees' seriousness, willingness and also speed of training institute.

- **Conference/discussion:**

  Under this method topics for discussion are decided beforehand. Trainees learn subjects through active participation in discussion/conference. This method includes the selection of topics which needs discussion. Identification of participants and also experts in the concerned areas and structuring the whole session of discussion. Creation of climate for making direct questions by participants also is important factor. It requires active participation of all trainees and answer session should be open to all. This method helps to improve communication skill. It helps to develop conceptual skill as they get to know viewpoints of experts in the field. It helps trainees to change/mould their behavioural activities. But this method has some limitations. The time allotted to each participant is not sufficient. Participants do not get opportunity to express their view point because of time constraints. Large number of participants may create problem. Sometimes topics selected are not relevant to trainees.

\textsuperscript{24} Gary Dessler: Human Resource Management, Prentice Hall of India, 7\textsuperscript{th} Edition, page-260
The foregoing discussion gives a clear idea about conceptual perspectives of training and development, training need identification, training philosophy and the methods of generally used by various organizations. Since the research work exclusively relates to paint companies in India it is therefore, felt a necessity to give a brief idea about the sampled paint companies undertaken for the research project, for exploring the training methods, training effectiveness and impact on various variables like production, turnover and absenteeism.

The company profiles of the sampled paint companies are discussed in the next chapter.