CHAPTER - III

CONCEPT OF TRAINING AND DEVELOPMENT

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CHAPTER III
CONCEPT OF TRAINING AND DEVELOPMENT

3.1 Introduction

Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, abilities, and attitude. Globalization and liberalization is pushing organizations towards a steep competition. Organizations are trying their level best to sustain in this competitive environment. In such situation the maximum result is the minimum requirement and survival of the fittest employee is the rule of the game. Organizations need the fittest employee who is sharp enough to perform their best for that organization. This calls for high competency and attitude, which may not be readily available in the employees of that organization. This competency gap can be filled with a well designed training and development program. Hence the carefully planned and conducted Training and Development activity in any organization has become the activity of developing most superior workforce so that the organization and individual employee can accomplish their goals. Training is an investment in human resource which promises of better returns in future. It results in greater stability, flexibility and capacity for growth in an organization
3.2 Purpose of Writing This Chapter

The importance of human being in corporate development is highlighted here. The process of HRD and philosophy of HRM is briefed herewith. From among different functions of HRM, training and development being one of the important functions is discussed upon in this chapter. In the present global village where ‘survival of fittest’ is the slogan, people are key to the future success of any company or economy. When we study theoretical background of the concept training and development, we need to have clarity among the various terms which are used around them. Many times they are interchangeably used. Hence this chapter contains various definitions of Training and development. Researcher also tried to correlate training, development & education with each other. Organization’s philosophy reflects training policy, plan and resource allocation. There are various reasons behind development of a specific policy. Plan is a detailed statement of things to be done whereas resources are the inputs required for implementation of a plan. Importance and benefits of training to different groups is highlighted here. “In business, the tools with which you are working are dynamic: capital & people and market & ideas (These Tools) all have lives of their own. To take those things, to work with them and recognize them in new and different way turns out to be a very creative process.” Michael Ray and Rochelle Myers\textsuperscript{60}(1986)

3.3 Philosophy of HRM

“People are definitely a company’s greatest asset. It doesn’t make any difference whether the product is cars or cosmetics. A company is only as good as the people it keeps.”\textsuperscript{61}(2007)

\textsuperscript{60}Michael Ray and Rochelle Myers, ‘Creativity in Business’, Doubleday & Company, New York 1986, Pg 1

\textsuperscript{61}Mary Kay Ash, ‘Quotes from Effective Executive’, The ICFAI University Press, March 2007, Pg 6
A business is an interaction of men, materials and money. Materials and money appear on the balance sheet and so engage the attention of management and stockholders. But the most critical asset of a business is its manpower. What distinguishes a successful company from unsuccessful ones is the quality of its manpower. Management is the art and science of optimum utilization of resources. The resources are classified as follows:

**Table 3.1: Types of Resources**

<table>
<thead>
<tr>
<th>SR. NO.</th>
<th>RESOURCES</th>
<th>FORMED BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Humanware</td>
<td>Workers, supervisors, managers and other employees</td>
</tr>
<tr>
<td>2</td>
<td>Orgoware</td>
<td>Materials, machines, money, infrastructure and organization</td>
</tr>
<tr>
<td>3</td>
<td>Infoware</td>
<td>Knowledge, skill, technology etc.</td>
</tr>
</tbody>
</table>

Humanware becomes most important of all as it has dual roles to play. It forms ‘human ware’ as well as ‘orgoware’, and ‘infoware’ heavily depends on ‘humanware’. It is undisputed that technology alone, however sophisticated, cannot bring about desired change in economic performance of the company unless human potential is fully utilized for production purposes. The success of an organization depends on having an adequate number of people in the right job, at the right time, all producing at their highest capacity. Whenever consideration of the human element is of less than primary importance in management circles, ultimate success of the organization is in question.
De Sanzo and Robbins\(^2\) (1988) contend that HRM comprises of four main processes.

### Table 3.2: Components of HRM Process

<table>
<thead>
<tr>
<th>SR. NO.</th>
<th>PROCESS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquisition</td>
<td>Human resource planning, recruiting, employee socialization etc.</td>
</tr>
<tr>
<td>2</td>
<td>Development</td>
<td>Employee training, management &amp; career development.</td>
</tr>
<tr>
<td>4</td>
<td>Maintenance</td>
<td>Safety &amp; health, employee relations.</td>
</tr>
</tbody>
</table>

The US commentators Fombrun, Tichy\&Devanna\(^3\) (1996) argued that the critical managerial task is to align the formal structure and the human resources system so that they drive the strategic objectives of the organization. Fombrun’s four key components of HRM are selection, appraisal, development and rewards. The link with performance is presented below:

![Figure 3.1: The Human Resource Management Cycle](image)


The above diagram highlights the system in which five activities could be conducted, how it could be integrated with each other and with the corporate strategy. The role of development is one of the important activities in the total system.

### 3.3.1 Role of Human Capital in Corporate Development

Akio Morita, the founder of Sony Corporation, once said, “There is no magic in the success of Japanese companies in general and Sony in particular. The secret of their success is simply the way they treat their employees.”

World’s leading food company Nestlé’s CEO, Peter Brabeck also pointed out that every single person in the organization should ask himself or she – Is there anything I can do to add a little more value to our company? This clearly shows how importantly people are treated in this organization.

Henry Ford was echoing the same thought when he said, “You can take my factories, burn up my building, but give me my people and I will build the business right back again.” Chairman of Reliance Industries Ltd., Late Shri Dhirubhai Ambani had said in his speech (21st AGM held on 3rd August 1995), “People are assets you can never show on a Balance Sheet. Our company has a human resource asset of around 12,500 people; every year we add over 450 young professionals. These motivated and well-trained people are the backbone of our business. The team is young in spirit, conscious of its responsibilities and committed to building world class assets for the country.”

The above statements by eminent industrialists also highlight the significance of human capital in corporate development. It is a distinctive approach to employment management, which seeks to achieve competitive advantage through the strategic development of highly committed and capable managers, using an integrated array of cultural, structural and personnel techniques.
OECD\textsuperscript{64}(2001) defines human capital as ‘the knowledge, skills, competencies and attributes embodied in individuals that facilitates the creation of personal, social and economic well being.’

Traditionally organizations have aimed for a niche, which would optimize their potential. Find the right product, the right market, the right process and the right staff and you will be successful. In today’s constantly changing business environment and global competition, constant development and frequent change is in demand. The successful organization is on a continuous evolutionary path.

If a company is standing still, it sounds as if something going wrong way on a moving pavement. The emphasis has shifted from finding a right destination to finding the best way of traveling.

It is the management of the organization, which travels or takes the business towards the best by continuously helping the employees in a planned way. This process has been named as ‘HRD’. Human Resource Development is a process by which employees of an organization are continuously helped in a planned way to acquire capabilities required to perform various tasks or functions associated with their present or future expected roles, to develop their potential for their own organizational development. HRD aims at developing a variety of competencies and developing a culture in the organization to utilize these competencies and contribute to organizational growth.

\textbf{3.3.2 Recent Scenario of HRD in India}

More and more employers on the globe are assessing the value return from each dollar spent on employees. The management is targeting specific programmes

\textsuperscript{64}Organization for Economic Cooperation & Development (OECD), \textit{The well being of Nations: The Role of Human & Social Capital and Sustained Growth & Development}, International Symposium, February 2001
and practices for the employees, who value them the most, and these are becoming more important than ever. Post 1991, India started its phased economic restructuring to provide domestic organizations, the time and competencies to face greater competition arising as a result of globalization. This enabled Indian organizations an opportunity to expand, diversify, integrate and globalize more freely on one side. Whereas on the other side there is an increasing pressure on organizations in India to change from indigenous, costly, sub-optimal levels of technology to performance based, competitive and higher technology provisions.

Indian organizations have to develop the workforce capable of taking up the challenges thrown by the new economic environment. To tackle this challenging situation, Indian academicians, economists and other related experts have advocated the adoption of the concept of Human Resource Development. Organizations are now asking their HRD departments for innovative approaches and solutions to improve productivity and quality of work life, while aptly coping with an environment of high uncertainty and intense global competition. Given below are the important challenges to the Indian business and that for the HRD as described by Deb Tapomoy\(^\text{65}\)(2006):

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Business Challenges</th>
<th>HRD Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Globalizing the organization's operations.</td>
<td>Resourcing and developing talented people.</td>
</tr>
<tr>
<td>2</td>
<td>Developing new markets.</td>
<td>Improving organizational capabilities.</td>
</tr>
<tr>
<td>3</td>
<td>Improving profitability.</td>
<td>Developing leadership skills.</td>
</tr>
<tr>
<td>5</td>
<td>Managing ethical behavior.</td>
<td>Creating a quality work environment.</td>
</tr>
</tbody>
</table>


\(^{65}\)Deb Tapomoy, ‘Human Resource Development – Theory and Practice’, Ane Books India 2006, Pg 64
Based on the philosophy of developing human capital of the organization, in a systematic way, approach of HRM has been developed. HRM is a design of formal systems in an organization to ensure effective and efficient use of human talent to accomplish organizational goals. HRM includes in it an evolving set of competing theories and a group of interrelated policies. It is more than a practice. It is located within the larger framework of the organization's business strategy. Thus HRM is a philosophy of people management based on the belief that human resources are uniquely important to sustain business success. An organization gains competitive advantage by using the people effectively, drawing on their expertise and ingenuity to meet clearly defined objectives. It aims at recruiting capable, flexible, and committed people, managing and rewarding their performances and developing key competencies by way of planned training & development programmes. This has a measurable impact on company making it grow faster.

There are various operative functions of HRM like job analysis, recruitment, selection, compensation, appraisal, motivation etc. that includes training & development as well, being one of the prime functions. Global competition, initiation of economic reforms and the country’s ambition to join ranks with the developed countries require that its existing approach to management development and training undergo a fundamental change.

The following table clearly indicates the noticeable change in an important function of HRM i.e. training & development of employees. High differences are observed between earlier and current approach. Change is also noticed in the concept, importance, use of methods and process. Training & development function is becoming more systematic, planned and focused.
Changed approach in management development and training in India is given below:

**Table 3.4: Changed Approach in Management Development and Training**

<table>
<thead>
<tr>
<th>Early approach</th>
<th>Current approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative</td>
<td>Liberal</td>
</tr>
<tr>
<td>Functional</td>
<td>Cross-functional</td>
</tr>
<tr>
<td>Hierarchical</td>
<td>Participative</td>
</tr>
<tr>
<td>Training at entry level</td>
<td>Continuous- throughout career</td>
</tr>
<tr>
<td>Risk aversion</td>
<td>Risk taking</td>
</tr>
<tr>
<td>Cost conscious</td>
<td>A planned investment</td>
</tr>
<tr>
<td>Formal</td>
<td>Informal</td>
</tr>
<tr>
<td>Traditional</td>
<td>Modern and topical</td>
</tr>
<tr>
<td>Non-systematic</td>
<td>Systematic</td>
</tr>
<tr>
<td>General</td>
<td>Goal oriented</td>
</tr>
<tr>
<td>Closed</td>
<td>Open</td>
</tr>
<tr>
<td>Skill-based &amp; narrow</td>
<td>Concept-based &amp; comprehensive</td>
</tr>
<tr>
<td>Static</td>
<td>Dynamic</td>
</tr>
<tr>
<td>Ad-hoc</td>
<td>Planned</td>
</tr>
<tr>
<td>Structured</td>
<td>Customized</td>
</tr>
<tr>
<td>Inorganic</td>
<td>Organic</td>
</tr>
<tr>
<td>Directed</td>
<td>Environment driven</td>
</tr>
<tr>
<td>Specific &amp; learning through</td>
<td>Generic &amp; through real problem - action</td>
</tr>
<tr>
<td>case studies</td>
<td>learning</td>
</tr>
</tbody>
</table>

3.4 Definitions

Here we will discuss various definitions of Education, Learning, Training and development. Here researcher has tried to correlates training, development & education with each other. We are also going to discuss different learning theories.

3.4.1 Education

Education encompasses both the teaching and learning of knowledge, proper conduct, attitude and competency. It thus focus on the cultivation of skills, trades or professions, as well as mental, moral and aesthetic development.

Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curriculum. In a liberal education tradition, teachers draw on many different disciplines for their lessons. Teachers in specialized profession may teach only in a narrow area, usually as professors at institutions of higher education. Informal education also includes knowledge and skills learned and refined during the course of life, including education that comes from experiences in practicing a profession.

Education systems are established to provide education and training, often for children and the young. A curriculum defines what student should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning, and a system of policies, regulation, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes education systems can be used to promote doctrines or ideas as well as knowledge, which is known as social engineering. (Wilkson and Bhandarkar, Methodology and Technique of social Research, Himalaya Publishing House, Mumbai, 1998.)
3.4.2 Training

Training involves the set of systematic procedures, as it is an organized activity for increasing the skills of people for a definite purpose. Many authors define the term training in different manners. Pattanayak Biswajeet\(^{66}\)(2005) has defined ‘training’ as a planned programme designed to improve performance and to bring about measurable changes in knowledge, skills, attitude, and social behavior of employees doing a particular job.

As given by Steinmez\(^{67}\) training is a short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill. Where as in the words of Vasu Deva\(^{68}\)(2006), “Training is an art of increasing the knowledge and skill of an employee for doing a particular job”.

However, Saxena\(^{69}\)(2000) is of the opinion that training is any organizationally planned effort to change the behavior or attitudes of employees so that they can perform jobs on acceptable standards. It provides knowledge and skills required to perform the job.

As per the view of Robeeins S. P\(^{70}\)(1978), training is a learning process, which seeks a relatively permanent change in behavior that occurs as a result of experience. While


\(^{67}\)Steinmez, L.L., and Patten, R.J., ‘Enthusiasm, Interest and Learning: The result of game training’, Training & Development journal-21, 4, 26-36


\(^{69}\)Saxena J.P. and Anita Kakkar, ‘Training and Development’, Nice Printing Press, New Delhi, 2000

Nair N. G. & Nair Latha\textsuperscript{71} have described training as a short term learning process, which is ‘application specific’ and limited for a specific job requirements instead of improving skill or knowledge, which has immediate application to the benefit of the individual as well as the organization.

ILO\textsuperscript{72} Manual of 1986 explains management training is sometimes seen in a very narrow sense only involving the development of practical skills in the use of management techniques and methods. However, it is now more recognized as the systematic and continuous development of knowledge, skills and attitudes, which will prove beneficial to both, the organization and the individual, in achieving the objectives of the organization. In such a concept, training is concerned with knowledge and attitude in addition to the skills in the use of techniques and methods. Both on-the-job and off-the job training are included.

### 3.4.3 Development

Development is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel can learn conceptual and theoretical knowledge for general purpose. Development of employee is a wider term. It is a continuous process. Training is a part of this process. It includes training to the employees on different areas of content like information, acquisition of skills, attitudinal change, decision making, problem solving etc. In practice, training programmes often incorporate more than one type of training content. Thus, training is the part of ongoing employee development programme.

\textsuperscript{71}Nair N.G., Nair Latha, ‘Personnel Management & Industrial Relations’, S. Chand & Co., New Delhi, 2004

\textsuperscript{72}ILO Manual of 1986
According to C. B. Memoria\textsuperscript{73}, 'development covers not only activities, which improve job performance, but also those, which bring about growth of personalities, help individuals in the progress towards maturity and actualization of their potential capacities so that they become not only good employee but better men and women.' whereas Yoder\textsuperscript{74}says, development is an inclusive process with which both managers and individual employees are involved. It offers opportunities to learn skills but also provides an environment designed to discovering and cultivating basic attitudes and capabilities and facilitating continuing personal growth.

N. G. Nair & Latha Nair\textsuperscript{75} has defined development as the process of transition of an employee from a lower level of ability, skill and knowledge to that of higher level. This transition is influenced by education, training, work experience and environment. This will improve value of individual employee in terms of his self-development, career growth and contribution to the organization.

From different definitions of development and training, we can say that training is provided to turn unskilled employee into a skilled employee. The managerial staff acquires conceptual and theory based knowledge for its general application through a well defined and systematic learning process. This is nothing but a development of conceptual understanding which is a long term process.

No longer do the organizations talk of training in isolation. It is usually addressed along with development. While referring to the conjugation of the two processes, Dale Yoder has observed "The use of the terms training and development in today's employment setting is far more appropriate than 'training' alone since human

\textsuperscript{73}Memoria C.C. 'Personnel Management', Himalaya Publishing House Mumbai, 1990

\textsuperscript{74}Yoder, Dale, 'Personnel Management and industrial Relations', Prentice Hall of India, New Delhi, 1975

\textsuperscript{75}Nair N.G., Nair Latha, 'Personnel Management & Industrial Relations', S. Chand & Co., New Delhi, 2004
resources can exert their full potential only when the learning process goes far beyond simple routine”.

Dr. Gupta C. B.\textsuperscript{76} has summarized differences between Training & Development as under:

\textbf{Table 3.5: Difference between Training & Development}

<table>
<thead>
<tr>
<th>\textbf{SR. No.}</th>
<th>\textbf{POINT OF DISTINCTION}</th>
<th>\textbf{TRAINING}</th>
<th>\textbf{DEVELOPMENT}</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contents</td>
<td>Technical &amp; mechanical operations</td>
<td>Conceptual &amp; philosophical concepts</td>
</tr>
<tr>
<td>2</td>
<td>Participants</td>
<td>Non-managerial personnel</td>
<td>Managerial personnel</td>
</tr>
<tr>
<td>3</td>
<td>Time period</td>
<td>Short-term: one shot affair</td>
<td>Long-term continuous process</td>
</tr>
<tr>
<td>4</td>
<td>Purpose</td>
<td>Specific, job related skills</td>
<td>Total personality</td>
</tr>
<tr>
<td>5</td>
<td>Initiative</td>
<td>From management-External motivation</td>
<td>From individual himself-Internal motivation</td>
</tr>
<tr>
<td>6</td>
<td>Nature of the process</td>
<td>Reactive process- To meet current needs</td>
<td>Proactive process- To meet future needs</td>
</tr>
</tbody>
</table>


Accordingly, training helps an individual learn how to perform his present job satisfactorily; development involves preparing the individual for a future job and growth in all respect.

\textsuperscript{76}Dr. Gupta C.B. ‘Human Resource Management’, Sultan Chand & Sons, New Delhi, 2005
As per Marx, training & development are two faces of the same coin: ‘Executive Education’. Executive training refers to the particular instructional and educational activities aimed at honing job skills to enhance executives’ professional and personal productivity. On the other hand, executive development is a much broader concept and refers to companies’ efforts towards furthering the growth of their executives. Executive development uses training as a method for executive learning, but it is not restricted to it.

While the concepts are characterized as distinct in some way, there are elements common to all of them. Training, development and education are essentially concerned with learning. Furthermore, development appears to be the primary process to which training and formal education contributes. In turn, this contribution facilitates both, the individual and the organization.

As per Dr. Ashwathappa, we can make distinction among training, education and development. In his words, ‘Training refers to the process of imparting specific skills. Education, on the other hand, is confined to theoretical learning in classrooms. Though, training and education differ in nature and orientation, they are complimentary. An employee, for example, who undergoes training, is presumed to have had some formal education. Furthermore, no training programme is complete without an element of education. As more and more employees are called upon to exercise judgment and to choose alternative solutions to the job problem, training programme seek to broaden and Develop the individual through education – Development refers to those learning opportunities designed to help employees grow. Efforts towards development often depend on personal drive and

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ambition. Development activities, such as those supplied by management developmental programmes, are generally voluntary. To bring the distinction among training, education and development in to sharp focus, it may be stated that training is offered to operatives, whereas, developmental programmes are meant for employees in higher positions. Education however is common to all the employees, their grades notwithstanding’.

The differences amongst training, development and education as given by Deb Tapomoy⁷⁹ are depicted below:

<table>
<thead>
<tr>
<th>Headcount</th>
<th>Training</th>
<th>Development</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Skill</td>
<td>Process</td>
<td>Conceptual</td>
</tr>
<tr>
<td>Benchmarks</td>
<td>Behavioral</td>
<td>Readiness</td>
<td>Capacity</td>
</tr>
<tr>
<td>Time span</td>
<td>Short to medium</td>
<td>Medium to long</td>
<td>Career</td>
</tr>
<tr>
<td>Duration</td>
<td>Continuous</td>
<td>Milestones</td>
<td>Fixed</td>
</tr>
<tr>
<td>Measures</td>
<td>Bottom line</td>
<td>Competencies</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>


The beginning of education, development and training is rooted within the learning process. Models of human learning are being studied in order to determine why some individual seems to learn at faster rate than others. Learning theories concentrate on ‘how’ an individual learns instead of ‘what’ he or she learns. Human learning like human growth seems to advance rapidly at some points, to level off at others and to decline eventually in still other periods. The reasons and

conditions for such phenomena become the focal point of learning analysis. Educationists have differentiated education and training by stating that training is narrow in scope while education is concerned with the total human being and his insight into and understanding of his entire world. Dr. Gupta C. B.\textsuperscript{80} has differentiated education and training as under:

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|}
\hline
\textbf{SR. No.} & \textbf{POINTS OF COMPARISON} & \textbf{EDUCATION} & \textbf{TRAINING} \\
\hline
1 & Content & Broad & Narrow & specific – job related \\
2 & Nature & Pure & Applied & practical \\
3 & Duration & Long & Short \\
4 & Result & Delayed & Quick & apparent \\
\hline
\end{tabular}
\caption{Comparison between Education & Training}
\end{table}


Apart from the above points of distinction, Dr. Gupta refers, education being the formal instruction given in school and college, whereas training is often imparted at work place. However, it is difficult in practice to differentiate between education & training because in many cases, both of them occur simultaneously. There is some education in all training and in all education there is some training.

\textsuperscript{80}Dr. Gupta C.B., 'Human Resource Management', Sultan Chand & Sons, New Delhi, 2005
3.4.4 Learning

Learning is the acquisition and development of memories and behaviors, including skills, knowledge, understanding, values and wisdom. It is the product of education and experience. Principal focus of learning process is to acquire existing knowledge and skills through experience and practice. Learning modifies understanding. It includes various associative processes of understanding data, cultivate perceptual learning, development of concepts, addressing problems and gain insights.

We can found definition of learning on Merriam – Webstar online dictionary as “The alteration of behavior as a result of individual experience. When an organization can practice and change its behavior, it is said to learn”.

According to Dorland’s Medical dictionary for Health Consumers learning is “a long lasting adaptive behavioral change due to experience”.

As per the American Heritage Medical Dictionary, 2007, “Learning can be a defined as a relatively permanent change in behavior”.

It may summed up as

- The act, process or experience of gaining knowledge or skills.
- Knowledge or skill gained through schooling or study.
- Behavioral modifications, especially through experience or conditioning.

Learning is a concrete activity with multiple advantages. It helps individuals, groups and organizations to acquire and apply new knowledge and skills. It helps to enhance level of maturity for successful implementation of changes, functional difficulties and issues related with problem solving can be rightly addressed through learning process.

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81 Dorland’s Medical Dictionary for Health Consumers, by Saunders, 2007
82 The American Heritage Medical Dictionary, by Houghton Mifflin Company., 2007
It adds to broad-based understanding which empowers the employee to enter into new arenas of knowledge and develop new creative understanding. It is a continuous and lifelong process which covers physical, emotional, cognitive and social development.

3.4.4.1 Learning Theories

Learning is a broad one which includes both training and development. Learning is observable modification of behavior as a result of some experience. Various learning theories are developed which are categorized into five schools of learning. The Behaviorist school –

These theories hold that learning results from the reward or punishment that follows a response to a stimulus. These theories are also known as S-R (Stimulus-Response) theories.

a) Gestalt school –

Gestalt theorist believes that learning is not as simple as a stimulus-response connection. They are of the view that learning is a cognitive process and involves the whole personality of the learner. Learning may occur even simply by thinking about a problem. Kurt Lewin, Wolfgang, Kohler, E.C. Talman and Max Wertheimer are the prominent theorists of this school.

b) Functionalist School –

The functionalists have agreed with almost all the theories of learning. They view learning as a complex phenomenon, which is not explained by the Gestalt or Behavioral theories adequately.

c) Mathematical School –

Accordingly, the learning must be started in mathematical form. These theorists belong to different school but they tend to focus on mathematical models such as the Feedback model, Information Theory Model and Statistical

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Association Model. These theories, however, do not represent a theory but have attempted to explain the research findings of other theories in mathematical terms.

d) **Current Learning Theory School** –
This approach has its base with Gestalt and Behavioral theories and it is a modified outcome of both the theories. Their assumption is that training involves whole man i.e. psychological, physiological, biological and neuro-physiological. Some of these are the postulates of Mac Corquodale Michel and the social learning theory of Rotter.

Learning theories closely relate to management development training, as development of specific skills requires knowledge of the learning theories. It facilitates design of specific training modules for development of specific skills in management development training.

However, more than one theory of learning may be utilized to meet out the specific training requirements. The learning principles have been given prominent place in major textbooks and they appear consistently in literature of training and development.

The management training and development programmes are closely associated with the psychological concept too. Different psychological approaches to human behavior are important to management development training. These are – Psychodynamic Approach (which emphasizes the role of motivational factors in human behavior), the Humanistic Organism Approach (which emphasizes on the hierarchy of needs of motives and the need to grow as basic motivational factor), the Behavioral Approach (places emphasis on reward and punishment), Stimulus Response Relationship and Cognitive Approach (which stresses upon the perception of the individual).

Many problems in the organization arises from lack of sensitivity to others and own genuine problems. These training programs are, therefore, designed to enable the individuals to develop right type of perceptions, which in turn lead to desired attitudes.
The content of the management development literature illustrates the difficulties generated by deviation from behavioral specifications of what is to be learned. Hearsey and Kellner\textsuperscript{84} reviewed many underlined theories:

\begin{itemize}
  \item a) The theory of Need Achievement, which implies that the training should create a high achievement need.
  \item b) The theory X vs. theory Y suggests that managers should be taught the versatile use of theory Y. The Herzberg's\textsuperscript{85} two factors theory proposes that supervisor should learn.
  \item c) To use intrinsic factors to motivate subordinates.
  \item d) Likert's\textsuperscript{86} system-four suggest that participative and consultative approach to management is the best.
  \item e) The original Ohio state variables of consideration and initiating structure appear most forcefully in the Management – Greed approach. They propound that managers should be taught a style that maximizes both a concern for production and concern for people.
\end{itemize}

Training and development both are continuous process of learning.

- Development is a wider concept, which includes training.
- Development programme is made of series of training programmes.


Number of planned training programmes lead to the development of an employee.

Training will be viewed as a short-term educational process utilizing a planned, systematic and organized procedure by which non-managerial personnel acquires the technical knowledge and skills necessary for increased effectiveness in achieving organizational goals. Development, on the other hand, in reference to staffing and personnel matters, will be viewed as a long-term educational process utilizing a planned and systematic procedure by which managerial personnel acquire conceptual and theoretical knowledge for enhancing general administrative abilities.

Under this definition training and development differs in four ways:

'What' is learning, 'Who' is learning, 'Why' such learning takes place and 'When' the learning occurs?

Training courses are typically designed for a short term with set purpose such as the operation of machinery, while development involves the broader education for long run general purposes. Training is normally directed at non-managerial employees and relates to the technical aspect of doing a particular function, while development activities attempt to enhance a manager's or supervisor's abilities to understand and effectively implement theoretical issues and conceptual issues & aspects of jobs. Often an explanation is used to describe the differences existing between the training & development concepts. This portrayal is usually credited to Kartz Robert L, who first presented these ideas in 1955. Non-managerial needs are largely technical and not conceptual in nature.

In reality however training & development concept overlaps because there are no clear-cut distinctions or lines of demarcation between and/or among technical, human

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relations and conceptual skills. Even developmental programme itself is made-up with the series of well-planned training programmes! The very reason for beginning an employee-training programme is that of initiating management development.

**3.4.4.2 Adult Learning**

Adults don’t learn like children. The process of adult learning is very complex. Unlike children adults are unwilling to accept new concept. They often have a different approach and indicate barriers to acquire new concept. Adults are often ask questions and disinterested in learning new concepts unless and until they are rightly convinced as to the utility and application of particular conceptual and knowledge input.

Adult learning involves all sort of people, has no curriculum, and often labeled as “staff development”, “manpower development”, ”continuous education”, “lifelong education”, and many more. Adult learning should satisfy need and goals of individual, institution and society.

Adult learning can be described as –

a) It is a process that is used by adult for their self development, both alone and with others, and it is used by institutions of all kinds for the growth and development of their employee, member and clients.

b) It is a set of organized activities carried on by a wide variety of instructions for the accomplishment of specific educational objectives.

c) It brings together into a discrete social system all the individual, institutions, and associations concerned with the education of adults and perceives them as working towards common goals of improving the methods and materials of adult learning, extending the opportunities for adults to learn, and advancing the general level of our culture.
According to Knowles Malcolm\(^{88}\) 'Adult learner is a neglected species'. He has made following assumptions about adult learning:

1. Adults are motivated to learn from being in situations in which they see a need and interest to learn. Consequently, adult learning settings should begin with topics that address the adult audience’s current learning needs.
2. Adults are oriented to the broad range of affairs in life, not to narrow subjects. Thus, adult teaching should be a lifelong and multidisciplinary rather than subject-oriented.
3. Adults learn from their experience. Therefore, the most productive adult learning comes from the analysis of adult experience.
4. Adults have a deep need to be self-directing. Therefore, teaching adults should be involved in setting the agenda for their learning.
5. Individual differences broaden and harden with age. Therefore, adult teaching should make allowance for differences in style, time, place, pace, focus, and method.

Knowles has been very active in propounding this set of principles for teaching adults and even refers to them by a distinctive name, andragogy, by which he intends to separate the principles from those used in pedagogy, the teaching of children. Knowles argues that the andragogical principles are quite different from what happens in most of our school systems where the model is that the instructor knows best what is to be taught and learned and where students are expected to learn the same things in the same ways.

Smith Robert M.\(^{89}\) (1982) has listed six observations about adult learning.

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1. Adult learning is a lifelong process
2. Adult learning was personal
3. It involved changes
4. It was a part of Human Development
5. It involved experience
6. It was partly intuitive

David Kolb\textsuperscript{90} (1984) deals the question of adult learning in a different way. According to him a systematic four step pattern which is shown in figure 3.2 can be adopted to teach all people. First of all, a person has an experience. Then, he or she reflects on that experience, analyzing it and trying to make sense of it before attempting to fit the experience into a broader conceptual framework of the world. This latter involves fitting the sense of the experience into an individual's collection of theories about how the world operates. Once he or she has done that, in effect, formed a hypothesis about how things work the person tries it out, and this experimentation, in turn, leads to another experience from which he or she can retreat and reflect. Kolb's notion is that this four-step cycle goes on in our lives many times a day and that reinforcing cycles add to larger structures of beliefs or hypotheses that we carry with us throughout our lives.

\textsuperscript{90}Klob David, ‘Experimental Learning’, Prentice Hall, New York, 1984
According to Cross\textsuperscript{91} (1981) adult learning is used for professional development of employees of any organization. He has listed following important points of adult learning theory should consider when training activities are designed for trainees.

1. Adults will learn only when goals and objectives are realistic and important to them.
2. Professional development needs to give importance to what, why, how, when and where learning is going to take place as adult learner resist to those activities they believe are an attack on their competence.
3. Professional development activity should be related and relevant to employee's day-to-day activities.
4. Adult learner should able to apply acquired skills in real world.
5. Adults learning has ego involved. Training activities must be structured to provide support and reduce fear of judgment during learning.

\textsuperscript{91}Cross P., ‘Adult as Learner’, San francisco: Jossy-Bass, pp 152-185
6. Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kind of follow-up support are needed to help adult learners transfer.

7. Adults come to learning with wide range of previous experience, knowledge, self-direction and competencies. This diversity must be considered while designing the professional development program.

3.5 Features of Training and Development

Training and development refers to the imparting of specific skills, abilities, and knowledge to an employee of an organization. The need for employee’s training is determined by employee’s performance deficiency, computed as follows:

\[
\text{Training and Development Need} = \text{Standard Performance} - \text{Actual Performance}.
\]

The present day IT organizations need people who can make things happen rather than who react to the things happening around them, and who can conceive and create new product or services to cater to the changing needs of the customers. The present need of IT organizations can be met through the well-designed individual centric professional development activities. Knowledge is the driving force for economy and it empowers organization’s ability to deliver value to its client. In this competitive era, unless our employees are knowledge workers and multitasking, we will not be in a position to cope-up.

Today, almost all organizations are providing some or the other type of training to their employees. High productivity and high quality of work life are going hand-in-hand. Moreover, organizations have recognized that learning is a lifelong endeavor and developmental activities as employee training have a profoundly positive impact on job satisfaction, productivity, and ultimately on overall profitability. The fact is that

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training and development activity, when carefully developed and appropriately executed, can have a desirable impact on the bottom line. The underlying aim of all training program is to increase efficiency. The outcomes of training should be tangible, in fact they should complement and support the company’s financial stability. Successful training programs result from thoughtful and serious planning.\footnote{Preeti Pallepati, ‘Designing Effective Employee Training Programs’, HRM Review, 2004, Vol. 4, No. 11, pp. 47-53}

Following are some features of training and development:

1. Skills: Training helps in imparting skills to employee. an employee needs skills to operate machines, and use other equipments properly, with minimum damage or wastage. Similarly other skills such as motor skills, interpersonal skills, leadership skills etc. are needed and provided through training program.\footnote{Luis R. Gomez-Mejia, David B. Balkin and Robert L. Cardy, ‘Managing Human Resources’, Prentice Hall, New Jersey, 1995}

2. Education: Education helps in teaching theoretical concepts and developing a sense of reasoning and judgment. Education is the understanding and interpretation of knowledge. Education must impart qualities of mind and character, and understanding of basic principles and develop the capacities of analysis, synthesis, and objectivity.

3. Development: Another component of training and development process is development which is less skill oriented and more knowledge oriented. Knowledge about business environment, management principles and techniques, human relations, specific industry of analysis etc. is useful for better management of the organization. Development is an effort to provide employees with the abilities that the organization will need in the future.\footnote{Preeti Pallepati, ‘Designing Effective Employee Training Programs’, HRM Review, 2004, Vol. 4, No. 11, pp. 47-53}
4. Ethics: There is need for imparting greater ethical orientation to a training and development program. There is no denial of the fact that ethics are largely ignored in businesses. Unethical practices are visible in marketing, finance, production, and even in the personnel department in an organization. It is important to enlighten all the employees in the organization about the need for ethical behavior.

5. Attitudinal Changes: Attitude represents feeling and beliefs of individual towards others. Attitude affects motivation, satisfaction, and job commitment. Negative attitude need to be converted into positive attitude.

6. Decision Making and Problem Solving Skills: Learning related to decision making and problem solving skills seeks to improve trainee’s abilities to identify problems, collect and analyze information, generate alternative solution and choose the best solution from among the alternatives.

3.6 Objective of Training and Development

The primary objective of training and development is to prepare employees both new and old, for promotions to positions which require added skills and knowledge. This means that the training may range from highly specific instruction as steps in performance of a given job to very general information concerning the economy and society. Employees at different levels require training. Unskilled workers require training in improved methods of handling machines and materials to reduce the cost of construction and waste and to do the job in the most economical way. A training needs analysis is a way of surveying the training required and can help prioritize different areas of training that are needed by analyzing the business and HR goals and the skills required to meet these goals. Training should be available for those that are already doing well, as much as those who have areas of difficulty. By refocusing the training needs analysis in this way, you are able to develop programs that focus on successful
practices, ensure everyone adopts these practices and help those who are already top performers achieve mastery.\(^9\)

A good training event is mainly interactive, and uses only a very limited amount of ‘direct input’ from trainers. The input does not have to be in presentation format, but can take the form of learning resources such as handouts, display and case studies.\(^6\) No one guarantee that every training program will be a 100 percent successful. Training is lovely, active and reactive, and constantly changing event. One skill in the successful trainer is the ability to think on one’s feet when the unusual occurs. Training does not stand still, and to keep up with all the developments, assess their value and implement the best, requires an enquiring and agile mind.\(^7\) The main objective of training and development is to ensure the availability of a skilled and willing workforce. In addition to that, there are four other objectives as follows:

a) Individual Objective – helps employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

b) Organizational Objective – assist the organization with its primary objective by bringing individual effectiveness.

c) Functional Objective – maintain the development’s contribution at a level suitable to the organizations needs.

d) Social Objectives – ensure that an organization is ethically and socially responsible to the needs and challenges of the society.


\(^7\)Leslie Rae, Develop Your Training skills, Kogen Page, London, 2001
3.7 Importance of Training and Development

As organizations evolve their infrastructure and approaches to employee development becomes more established. Whilst employee development vocational programmers and supporting management techniques, tools, procedures and standards, etc, are essential they often introduce organizational rigidity. Also with “maturity” organizations often become too big, have too many management levels and get over complicated. Consequently departments, functions, or divisions, do not interconnect well. The result is decision making becomes unclear, information is poorly communicated, and projects do not get over complicated. Consequently department’s functions, or divisions, do not interconnect well. The result is decision making becomes unclear, information is poorly communicated, project does not get finished or late and internal politics creep in, resulting in power based and pressure group becoming established. Ergo organizational paralysis, even chaos, sets in with problems and frustration spreading resulting in falling performance. This eventually leads the organizations to become an eco-system that can be difficult to change.

Within this general confusions and with constant organizational change begging a modern necessity the individual’s role becomes in clear and difficult to executed even to the point of being meaningless. People ask “Why am I here?”, and “I no longer seem to have a purpose, a direction or adequate support”. Consequently they either leave or slide into impotence and so the organizations becomes weakened, even unmanageable, certainly organization cease to functions well.

The challenge for the organization therefore is to introduce a range of new innovative training and development programmes. Training is the most important technique of human resource development. No organization can get a candidate who exactly matches with the job and the organizational requirements. Hence training is important to develop the employee and make him suitable for the job. Training and development programs are the corner stone of sound management, for it makes employees more
effective and productive. When carried out properly, training enables both people and organization to create more opportunities which arises. It is simple fact that the final challenge in making management development acceptable is to demonstrate to senior management that the organizational benefit far outweigh the cost. Trainers today will probably find themselves working in a range of different operations. They need to understand business and financial concepts if they are to make a full and effective contribution, where they work as an internal trainer or as an external training consultant.

Following are some important aspects of training:

- **Optimum Development of Human Resource** - Training and development helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also help the employee in attaining personal growth. Providing training to the personnel increases the skill, knowledge and talent in them. They can make themselves capable of occupying positions at higher levels.

- **Enhanced Utilization of Human Resources** - Training and development helps in optimizing the utilization of human resource that further helps the employee to achieve harmony between the organizational goals as well as their individual goals.

- **Development of Skills** - Training and development helps in increasing the job knowledge and skills of employee at each level. It helps to expand the horizons of human intellect and an overall personality of the employees. Training increases the skills of employees and they perform the job better than before.

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• **Increases Productivity**- Training and development helps in increasing productivity of the employees. Increased performance and productivity, because of training, are most evident on the part of employee who are not yet fully aware of the most efficient and effective ways of performing their jobs.  

• **Creates Team Spirit**- Training and development helps in including the sense of team work, team spirit, and inter-team collaborations. It helps in including the zeal to learn within the employees. Team learning is a process of aligning and developing the capacity of a team to create the results its members truly desire.  

• **Improves Organizational Culture**- Training and development helps to develop and improve the organizational health, culture and effectiveness and it also helps in creating a learning culture within the organization.  

• **Improves Organizational Climate**- Training and development helps in building positive perception and feeling about the organization. The employees get these feelings from leaders, subordinates and peers.  

• **Improves Quality of Work and Life**- Training and development helps in improving quality of work and life. Quality increases may be in relationship to a company product or service, or in reference to the intangible organizational employment atmosphere.  

• **Improve Health and Safety**- Training and development helps to improve health and safety of the organization.

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• **Creates Healthy Work Environment**- Training and development helps in creating healthy working environment and it also helps to build good employee relationships so that individual goals align with organizational goals.

• **Increases Morale and Loyalty**- Training and development helps in improving the morale and loyalty of the work force. A trained worker's morale increases because of the support and encouragement he gets from seniors at work place.

• **Enhance Profitability**- Training and development helps to improve profitability and more positive attitude towards profit orientation.

It is better to retain the existing talent than to hire on a continuous basis. It is an established fact that human resources are assets and strategic business tools in an organization to drive corporate performance that provides a distinct competitive advantage.\(^{103}\)

Motivation is a tonic for the workers. The more you motivate your subordinate, the more productive they become in their work. Work becomes enjoyable, challenging, and attains a supreme level through constant motivation. The motivation quotient of the employee seems to have a positive correlation with brand or corporate success.\(^{104}\)

Employee Training programmes becomes the vehicle for getting a common understanding of organizational problems. Introduce employee development workshops between hey people. And where corporate information can be shared and acted upon. Let Employee development programme focus on how teamwork and the status of the can be improved. Let the Employee development workshop plan the

\(^{103}\)Sandhya Mehta, ‘**HR strategy: To Attract, Train and Retain Employees**’, HRM Review, Vol.6, No. 12,2006, pp. 28-32

\(^{104}\)Rajendra Singh, ‘**Pleasure at the work Place**’, HRM Review, Vol. 6, No.9,2006, pp.54-57
adoption of matrix working. Let Employee development initiatives cultivate a
philosophy that everyone can be improvers not caretakers, that all have an identity and
a key role to play, and that everything can be caretakers, that all have an identity and a
key role to play, and that everything can be done that little bit better, to the benefit of
everyone. Let Employee development cultivate recognition of personnel
interdependence with an ethics of “treat other as you would like to be traded”. Modern management development is about encouraging individuality and creativity
without loss of team working and organizational cohesion.

3.8 Role of Training and Development in
Organizational Development

In a changed economic set up with fierce competition, training & development
programmes are must; otherwise managerial personnel would become obsolete. David
Ewing\(^{105}\) in his book ‘The knowledge of an executive’ has rightly said: “The
management personnel must realize that they will not survive unless they keep pace
with modern management education, research theory, principles and practices”. Various organizations have discovered that whatever learning an employee embarks
on, even outside the workplace for their own satisfaction, has potential benefits for the
organization. Employees are the internal customer of the human resource philosophy
of the company. Any organization committed to its mission and vision captures the
heart and soul of its workforce. Opportunities to learn and grow are powerful
motivators to inspire talented workforce. When work allows employees to use their
minds, acquire new skills, and face situations that enable them to grow, they become
enthusiastic about the work\(^{106}\). Benefits of training & development to the
Organization are as under:

York, 1989

\(^{106}\)P.V.L. Raju, ‘Talent Magnet: How to Attract and Retain Star Employees’, HRM
• Leads to improved profitability and/or more positive attitudes towards profit orientation.
• Improves the job knowledge and skills at all levels of the organization.
• Improves the morale of the executives.
• Helps people identify with organizational goals.
• Helps create a better corporate image.
• Fosters authenticity, openness and trust.
• Improves relationship between boss and subordinate.
• Aids in organizational development.
• Learns from the trainee.
• Helps prepare guidelines for work.
• Aids in understanding and carrying out organizational policies.
• Provides information for future needs in all areas of the organization.
• Organization gets more effective decision-making and problem-solving skills.
• Aids in development for promotion from within the organization.
• Aids in developing leadership skills, motivation, loyalty, better attitudes and other aspects that successful workers and managers usually display.
• Aids in increasing productivity and/or quality of work.

3.9 The Training Process

Earlier the function of training was very simple - a person selected by an organization was trained so that he fitted into the job he was appointed for and employers start extracting the services of the employee. This was primitive concept of training. With the changes in values and many other factors, the trend has changed. Training is viewed as an ongoing lifelong cyclical process.
Training process is an integral part of human resources management and organization.

Outline the inter-related steps in training process given by Bhatia S.K.\(^{107}\) is as below.

1. Organizational vision and perspective plans
2. Assessment of training needs
3. Setting training objectives
4. Designing a training programme
5. Implementation of training programme
6. Evaluation of training programme

1. **Organization Vision and Perspective Plans:**

   The initial step in the training process is linking the organization's vision, mission, strategies and objectives (overall and division-wise for thrust). Training activities have to contribute to the corporate goals by increasing the effectiveness of work being carried out in particular parts. The contribution can be seen to have two main aspects:
   
   a) Achieving the immediate need related to organizations strategic problems.
   
   b) Training to be based on long-term plan and to preparing employees for new challenges (futuristic need) of the people and the organization. Training function has to play a proactive role even towards strategic direction of the organization by designing and implementing creative training programmes which move people in that direction.

2. **Assessment of Training Needs:**

   Knowledge, skills and attitudes are the three criteria around which all job are based. A training need is a gap between the knowledge, skills and attitudes desired and already possessed by the employees. An individual needs training when his performance falls short of standards, i.e. when there is performance

deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem, e.g. uninspiring supervision or some personal problem of the employee. The problem of performance deficiency caused by absence of skills or knowledge or attitude can be remedied by a proper training.

a) Whether Training is needed?

Three major arrears in which staff display such gaps, i.e. they don't meet the job requirements. There are:

- when their performance in their present position does not match up to the required standards,
- when the requirement of the job changes due to the changing circumstances, and
- when the present job ceases to exist or the job holders changes jobs, therefore creating new ‘gaps’ in the new job.

b) Future Needs:

The following future needs will force the company to train, or retrain its employees:

- Expansion.
- Reorganization.
- New Methods.
- New Equipment.
- New Products.
- Retirements.
- Promotion.
- Seasonal Variations.
- Change in Layout.
- Special Jobs.
- Changes in Manning Levels.
- Attritions.
- Organization Culture.
- Organization Development.

e) Existing Problems:--

Training need is also indicated from such problems existing in the organization:
- Standards of work performance not being met;
- Accidents;
- Excessive scrap; incidence of errors or faults in a job are high;
- Frequent need for equipment repair;
- High rate of transfer and turnover;
- Too many low ratings on employee evaluation reports;
- Many people using different methods to do the same job;
- Excessive fatigue, fumbling, struggling with the job;
- Bottlenecks and deadlines not being met.

d) Various Sources:--

Various sources from which evidence of training needs may be gathered are as follows:
- Informal observations;
- Appraisal reports;
- Suggestion system;
- Group discussions;
- Questionnaire or check list or trainees or to supervisors;
- Attitude survey;
- Tests;
- Interviews with union officials;
- Selection or exit interviews;
- Analysis of reports relating or costs, turnover, grievances, etc;
- Employee counseling.
e) Organization Level Needs:-

Some other methods to identify the organization level needs or for group of employees are as under:

- Organizational goals and objectives;
- Organizational climate surveys;
- Exit interviews;
- MBO (Management by Objectives) or work planning systems;
- Quality circles, TQM (Total Quality Management);
- Customer survey;
- Consideration of current and future changes.

f) Needs of Training at Different Level:

- **Organization Training Needs:**

  An organizational training need is one that applies to the whole organization. There are two main sub-categories:

  - Training needs which are generated by change; Changes such as:
    - New products are being made or sold.
    - New technology has been introduced.
    - New legislation is affecting the organization.
    - New managerial systems (e.g. Total Quality Management) are being introduced.
    - The ownership of the organization has changed.
    - There have been acquisitions, mergers, disposals, or other structural changes.

  - Training needs which must be met to produce change; Change to situations such as:
    - Productivity is too low.
    - Morale is very low.
    - The corporate culture is inhibiting development.
    - People are not customer-focused.
**Occupational Training Needs:**

An occupational training need is one that applies to a particular category of employee. It may be a consequence of a wider organizational change, or it may have arisen for one group of workers in isolation. Again, we can distinguish two main sub-categories;

- Training needs which are generated by change; Changes such as:
  - There is new software package for Accounts.
  - There is a tighter system for access to the building to be operated by the security officers.
  - Personnel Officers and Training Officers are to be merged into new roles as Human Resources Consultants.

- Training needs which must be met to produce change; Changes to situations such as:
  - Security officers are rather grumpy with visitors.
  - Senior managers are still using gender-specific terms referring to jobs.
  - Middle managers are poor at solving problems.
  - Higher output is required from production.
  - The outsourced staff take a long time to understand the products of the bank.

**Individual Training Needs:**

An individual training need may be thought of as an occupational need that applies only to a specific individual as opposed to the whole category of employees.

- Training needs which are generated by change; changes such as:
  - One of the sales team is now responsible for completing the business budget.
  - Mahesh is going to be transferred from Mumbai to Chennai and needs to learn Tamil.
- Jayantrao has been asked to prepare a detailed training budget for the first time.

- Training needs which must be met to produce change; Situations such as:
  - If effective business leads could be generated by employees themselves no need to hire outsourced sales staff.
  - If one member from HR team could do some interviewing, the other member could become more involved in training.
  - If the employee could learn the local language, then there is no need for an external interpreter.
  - The sales team of the bank should be able to sell more in order to achieve business targets.

**Maintenance and Development Needs:**

Another way of thinking about training needs is to divide them into ‘maintenance’ and ‘development’ needs. Maintenance needs are those training needs that must be met in order for the organization, occupational grouping, or individual to maintain current performance. This can include training to ‘keep the numbers up’. For example, a software organization’s intermediary had employed 100 software engineers. If 15 per cent of them left or transferred each year, then 15 replacements will have to be trained. Here organization is trying to maintain its performance by keeping the human capital intact. Maintenance training also refers to the process of ensuring that performance does not deteriorate through sloppy practice or lack of feedback. Just as professional soldiers and top sports people train regularly to maintain skills, some workplace skills must be refreshed from time to time. Development needs are those concerned with the promotion of new learning, taking an individual, and occupation, or even the whole organization into new learning arenas. Both types of need are equally
important. Yet another way of distinguishing types of need is to consider proactive and reactive training.

Proactive identification of needs is concerned with anticipating needs before they arise while reactive identification is responding of problems after they have arisen\(^{108}\). The way in which the concepts of maintenance/development and reactive/proactive interact can be illustrated by reference. Since software industry is facing rapid changes in technology; it has to be proactive towards identification of training needs so that they can enjoy competitive edge over others.

Table 3.8: Interaction of Concepts of Training Needs

<table>
<thead>
<tr>
<th>Maintenance</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reactive</td>
<td>Correcting job performance failures</td>
</tr>
<tr>
<td>Proactive</td>
<td>Avoiding job performance failures</td>
</tr>
</tbody>
</table>


It is tempting to regard being “proactive” as good and being “reactive” as bad. In fact, a balance must be struck. Organizations change so rapidly that not all needs may be anticipated, and the trainer must have a willingness and capacity to respond to line managers’ urgent requests as they arise. If however, no proactive identification takes place, the trainer will be constantly ‘fire-fighting’ and will have little opportunity to plan sensibly for the future.

Level of Performance and Need:

Tom Boydell has, in conjunction with Malcolm Leary, developed and expanded his analytical model with regard to learning needs\textsuperscript{109}. They believe that it is helpful to consider performance at three different levels.

These are:

- **Level 1** Implementing (I\textsubscript{1})
- **Level 2** Improving (I\textsubscript{2})
- **Level 3** Innovating (I\textsubscript{3})

**Implementing (I\textsubscript{1})** is about doing things well. It is essentially about the performance gap between actual and desired performance— as defined by current standards. In many instances this will be a basic training and maintenance training.

**Improving (I\textsubscript{2})** is about raising the performance of everybody-of the organization as a whole by raising current standards. This is where continuous improvement comes in.

**Innovating (I\textsubscript{3})**—unlike improving which is about are both doing things better—is about reviewing what is being done and making changes to systems. For example, introducing new product features.

It will be noted that improving and innovating are both developmental. But Boydell and Leary make the point that all three levels interact and are of an additive nature. This, when improving (level 2) result in new standards being set, there will have to be implementation (level 1) of these standards. Innovation (level 3) will also require implementation of the new methods.

or systems, which will in turn lead to continuous improvement. They have also analyses each of the three levels and identified different modes of learning at each level of performance. This is fairly involved, and the interested reader should refer to the original text. Of more immediate relevance is the way in which they see the three levels of performance interacting with the areas of need. In many ways, Table 3.9 below is an elaboration of this concept.

Table 3.9: Organizational, Group and Individual Needs at the Three Levels of Performance.

<table>
<thead>
<tr>
<th>Level</th>
<th>Organizational</th>
<th>Group</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1: Implementing</td>
<td>Meeting current organization objectives</td>
<td>Working together to meet existing targets and standards</td>
<td>Being competent at the level of existing requirements</td>
</tr>
<tr>
<td>L2: Improving</td>
<td>Setting other objective and reaching them</td>
<td>Continuous improvement on the laid objectives.</td>
<td>Having and using systematic continuous improvement skills and processes.</td>
</tr>
<tr>
<td>L3: Innovating</td>
<td>Changing objective and strategies</td>
<td>Working across boundaries to create relationships and new products</td>
<td>Being able to work differently and more creatively with a shared sense of purpose.</td>
</tr>
</tbody>
</table>


The idea of a framework like this is to help us to identify the needs of the Organization, group and individual and help us to think of the questions that we will have to ask in order to make sense of situations that are very often complex. Thus we might ask ourselves or other: 'are we considering
the whole organization or just one group within it'? Or "Is the focus on meeting existing targets" Or are we looking at revising targets and making are that these are existing targets-but we need to be doing better than those targets anyway'. This kind of framework can help in that we can point out to line managers, for example, that these are two different issues which may need to be separated and dealt with over different time-spans.

3. Setting Training Objectives

After assessing training needs for the organization, training and development objectives are to be established. Objective can help in measuring the training program’s effectiveness. Objectives of training program should be tangible and measureable. The objectives of training provide the following:

1. A record of condition that exist prior to the training.
2. A basis for evaluation of training.

Training objectives are of great significance to the number of stakeholder perspectives;

1. Trainers – Training objectives help the trainer to measure progress of trainee and make appropriate adjustments for improvement.
2. Trainees – Training objectives are beneficial to the trainee because it helps in reducing the anxiety of the trainee up to some extent. It helps in increase in concentration, which is crucial factor to make training successful.
3. Designer – Training objective is allows designer to translate the training needs into training outcome. It also helps in development of better training plan.
4. Evaluator – It becomes easy for the training evaluator to measure the progress of the trainees because he knows the expected outcome of that training program.
4. **Designing a Training Programme**

Designing training program denotes the strategy and planning through which training program could be conducted effectively. Designing of a training program should consider following contents carefully:

1. Statement of objectives
2. Choice of participants
3. The place of training
4. Duration of training program
5. Pace of the training program
6. The level of instruction
7. Choice of training technique
8. The need of feedback

5. **Implementation of Training Programme**

Conducting a training program requires considerable effort and coordination. Implementation involves a series of activities, through which training managers bring the course to learners in accordance with approved design. It involves scheduling of courses, faculties, equipments, service providers, classroom support etc. For effective implementation of the training program following factors are important:

1. The trainer: The choice of faculty is important to the success of training program. Trainer must have specialized knowledge on the subject and his experience and skills to be reflected in handling working sessions.
2. The trainees: The trainees should be form fairly homogenous group with respect to experience, knowledge, and potential for learning so as to avoid disparity in the group.
3. Curriculum: It should be relevant to trainer's level and job to be performed.
4. Training material: Learning material has to be designed with great care. It should be properly indexed and even distributed in advance.

5. Methods and Techniques: Methods and Techniques of instruction are important as they are responsible to maintain interest and participation of trainee in the training.

6. Duration of training: Duration of a training program generally depends upon skills to acquired and the learning capacity of the trainee. Effective use of visual aids can reduce training duration significantly.

7. Location: Training managers can decide venue of training depend upon the availability of funds and resources.

6. Evaluation of training programme

The last stage in the training and development process is the evaluation of results. Since the huge money and resources are spent on training and development programs, how far the program has been useful must be judged. Training evaluation is an activity aimed to determine effectiveness of training program in terms of achievement of objective of training program. Evaluation of training program also provides useful information about the design of future training programs. Training evaluation can be made during three periods, namely, before the training, during the training, and after the completion of training.

Evaluation is needed for the following reasons:

1. To make the training program more effective: Through evaluation we can examine the various methods of teaching, content of lessons, training environment etc.

2. It is used as training aid: Once an evaluation is made, it becomes a full proof method of a training program, which will be useful for subsequent training program.

3. To verify whether goals are achieved against targets: Every training program as well as organizations fixes goals for the training program.
Outcome of training program should be compared with objectives to measure success of the training program.

4. Cost effectiveness achieved or not: The money spent on the training program must be fruitful and useful in terms of producing efficiency, improvement in work, new procedures etc.

5. To find useful to the individual and organization: A training evaluation pave the way for effective utilization thereby resulting in benefits to the organization as well as to the individuals.

3.10 New Concepts in Training and Development

Traditional management training is concerned with examining the fundamental principles and practice of management. These management training courses remain very important but management training is now becoming more convened with the learning needs of people within an organization, HR management issues, change management, financial accountability, strategy, technology e.g. e-Commerce, etc.

Fundamentals of management training are:

1. Organization planning and role/Process analysis.
2. Coordinating plans and setting objectives.
4. The management process, organization and communications.
5. Power and authority in the process.
6. Leadership styles and its effects on culture and productivity.
7. Expectations of people in organizations.
8. Social structures and work groups.
9. Participative management.

Today, management training programs are less concerned with vocational awareness and more concerned with business awareness and continuous improvement. Why?
because supervisor and junior management training programmes have successfully
developed departmental resources that are well able to manage day-to-day operations.
Therefore the key challenge for middle management training is in developing the
skills needed to lead empowered individuals, and teams, in the journey to make the
organizations vision and values a reality. This means that middle management training
needs to focus on environmental management issues, across the process chain,
between organizational units and transcending organizational levels, and through
effective working relationships with the organizational strategic partners. It is
therefore imperative that management training programmes focus on leadership and
change management techniques to foster the attitudes, behaviors and skills necessary
to break down and overcome barriers and constraints.

Management training also needs to develop management ability to cope with
organizational metamorphosis, unitization, flatter structures, change in power bases,
etc. with e-commerce, and other high-tech influences, the paradox is it has never been
more easier to realize excellence but potentially it has never been more harder to find
the management time needed to develop new management skills, or utilize them, in
the pursuit of excellence. This then is the challenge facing management training.

Training consultants must stress the importance of working in conjunction with your
internal facilitators in the formulation of management training strategies and
supporting management training programmes. This could evolve in better middle
management training programmes for the employees.

For management training to create a learning culture the management training
programme must focus on developing greater awareness and understanding of
motivation, expectations and behavior of people at work, prior to examining the
learning process and how to relate learning to needs and the effective application in
work. These management training courses could consider:

1. Role analysis and competence & capability assessment.
2. Performance appraisal-the instrument for organizational development.
3. Identifying organization and junior management training needs.
4. Designing management training opportunities for individual career expectations.
5. Motivation theories and their impact upon organizational culture.
6. Leadership, behavior characteristics and attitudes.
7. Leadership process-Difference between junior and middle management training.
8. Use of learning in styles for effective management training.
9. Self management training thought experiential learning methods.
10. Barriers and blockages to management training and organization development.
11. Learning method and management training techniques.
12. Communication skills including advising, influencing, counseling, coaching, mentoring, consulting and presenting.
13. Validating and evaluating, management training and learning applications.

Lynton and Pareek\(^{110}\) have suggested some new concepts to make training more effective and useful to the organization.

### Table 3.10: New Concept in Training

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Prevailing concept</th>
<th>New Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquisition of knowledge by participants leads to action.</td>
<td>Motivation and skills leads to action. Skills are acquired through practice.</td>
</tr>
<tr>
<td>2</td>
<td>Participants learn what trainer teaches. Learning is capacity of participant to learn and ability of trainer to teach</td>
<td>Learning is a complex function of motivation and capacity of participant, norms of training group, training methods, and behavior of trainer, plus general climate of work organization.</td>
</tr>
<tr>
<td>3</td>
<td>Individual action leads to improvement on job</td>
<td>Improvement on the job is a complex function of individual learning norms of work group and general climate of organization.</td>
</tr>
</tbody>
</table>
| 4       | Training is responsibility of training department. It begins and end ends with course. | Training is responsibility of three:  
  - The Participants  
  - His Organization  
  - Training Institute  
  It has a preparatory stage, training and subsequent post training phase. |


In nutshell, training as a limited skill drill exercise, or a mere efficiency generation process is totally inadequate to handle the present situation. Training has to change its character as a tool of “Education for Cultivation” to prepare for future. Traditional focus of training on “skill generation” had lately been reinforced by “attitudinal transformation” and there is ended. Training should now cover wider area to be effective in emerging challenges of globalization which requires “multiplicity role” of employee. The shift in focus in training is sited as:
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Parameter</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emphasis in training programmes</td>
<td>On methods and technologies</td>
<td>Emphasis on attitudes, approaches, philosophies of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>organization development</td>
</tr>
<tr>
<td>2</td>
<td>Training intervention and input</td>
<td>In general</td>
<td>Precise and specific.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organization goal oriented.</td>
</tr>
<tr>
<td>3</td>
<td>Training in culture</td>
<td>Administrative and supervision</td>
<td>Managerial, entrepreneurial, company culture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Effective work habits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professionalism.</td>
</tr>
<tr>
<td>4</td>
<td>In organization structure</td>
<td>Hierarchical</td>
<td>Flatter Organizational</td>
</tr>
<tr>
<td>5</td>
<td>Strategy in Training</td>
<td>Individual basic skills</td>
<td>Aims to build team work skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and more closely linked to business strategy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participation, mutual goal setting.</td>
</tr>
<tr>
<td>6</td>
<td>Training beneficiaries</td>
<td>Internal Customers</td>
<td>Also external customers</td>
</tr>
<tr>
<td>7</td>
<td>Focus On</td>
<td>Average and weak employees</td>
<td>On all, even on most successful so that they can identify</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reasons of their success</td>
</tr>
<tr>
<td>8</td>
<td>Goal</td>
<td>A happy employee considered as productive employee</td>
<td>Happiness is relative and it is function of fulfillment</td>
</tr>
</tbody>
</table>

3.11 Role of Training and Development in Enriching Human Resource.

Training is a very important activity for organizational development. Modern organizations cannot survive without appropriate training inputs to their employee. Training as a management development activity has multiple advantages which can be listed as under:

1. *Enhance speed of learning new skills*
   
   Training as input helps employee to enhance their ability, new knowledge, concepts, and skills. Hands on technology can be improved with the help of training. Formal training programme often helps to understand concept and skills in more efficient manner. The employees need not learn by observing others.

2. *Systematic Development*
   
   Training is a rational and systemic approach to learn and develop a mindset. It helps to improve work procedures and work culture. Activities can be well defined and can be performed systematic manner which reduces errors and mistakes at workplace and enhance the performance level of the employee while performing the job.

3. *Enhancement of Efficiency and Economy of Operations*
   
   Rightly defined training programme helps to change attitude and mindset of workers. A highly awakened employee can be developed through training programme. This reduces loss of resources and hence resulting in improving level of efficiency of employee. Reduction in wastage thus helps to avail advantages of economy of operations.
4. *To Boost up Employee Moral*

There is a invisible relation between productivity, moral and skills. Naturally when the skills are developed, ability of employee is also enhanced which make him highly motivated and committed towards organizational cause. Proper training generates better cooperation among employees and loyalty towards organization. This in turn improves employee’s moral level. The synergic effect of which is enhancement of productivity.

5. *Reduction in level of Supervision*

Trained and skilled employees are self motivated. They perform their job with due verge and enthusiasm. The numbers of mistakes are minimized and thus the need for floor level supervision can be minimized.

6. *Succession Planning and Managerial Development*

Trained employees are able to accept new responsibilities and assignment. Internal development of leadership is long time exercise. Succession planning and development of employee to become to conceptual managers is possible through systematic training and development programme.

Organizations at large are also benefitted because of training and development activities. There are many invisible and visible advantages because of systematic training. A few important points are presented here.

1. *Ability to accept New Challenges.*

Organizations with trained employee often develop a high level collective competence which let them to accept new challenges.

2. *Ability to meet Environmental changes and Crisis.*

Organization with well developed employee and trained staff easily bring out change in their work system and procedures. They can acquire and adopt to new challenging situations. Crisis can be resolved with help of trained employee.
3. **Develop Organizational loyalty and Commitment.**

Trained employees are more committed to organization. They prefer to work in a conducive and healthy work climate. In many cases, personality clashes and interpersonal hindrances can be removed through development of attitude.

4. **Enhances Earning Capacity.**

Organization having trained employee can improve their productivity, turnover and performance. This adds to their revenue and profits.

5. **Reduces Risks, Losses and Accidents**

Trained employee are often more cautious and do not accept unnecessary risk. Trained workers operate the machines safely. They perform work in more delight and systemic manner which reduces risk, accidents and wastages. Thus employee develops a safety network.

6. **Systematic Career Development.**

Most important advantage of training is planned succession and career development. Training not only improves skills and ability but develop potential leaders. Automatically career development of employee becomes a systematic activity where a every employee is assured of appropriate promotions and upword mobility.

It can be concluded that in light of several benefits, training is an important activity, which should be taken very seriously by the employees as well as the employers.
3.12 Training as a Tool of Development

Training is an important tool in the wholesome strategy for development. A part from the organization, imparted training creates additional capabilities in the employees to do the job better and with more confidence. His sharpened skills directly contribute to his expertise and career progression in the organization. The training result in clearer thinking on the part of the part of the employee and minimizes interruptions in his own work cycle as also of others. However, the history of training has revealed different patterns. In the nineteenth century, the concept of training was based on observation work guidance pattern. The educational qualifications played the secondary role and was not considered basic criterion for employment. Faith and loyalty were the foremost considerations.

The person was employed and was asked to observe the activities of his seniors and under his watchful eye was asked to initiate action by copying or imitating and was give on-the job guidance in case of need by pointing out the shortcomings and by mild punishments. With the advent of the industrial revolution, education and qualifications are now given prime importance. Prospective employees are short listed, identified, put to some kind of test before recruiting them and are given training before giving them an opportunity to take up any activity for which either he had some basic skills or capabilities and which could be further enriched by training. It is much later that the concept norms, given exposure relating to the expected job both in theory and practice. In other words, the process has graduated from pure managerial focus to developmental focus. Now, organizations are developing different approaches, which are significantly different from one another.

Some organizations have formulated detailed human resource policies, which are proactive as far as the staff in the organization is concerned. The organization have management policies basically oriented towards customers and their own future role so much so that at points of time they look insensitive to the staff/workers of the
organization as they basically treat human resource as a part of their normal activity. Still some organization has followed policies, which transform the organizational progress continuously and innovative steps to provide best customer service through well prepared and equipped staff. Obviously, such organization will have a benevolent approach towards its human resource both in the individual well being as also organizational placement, enhancement of skills and capabilities and enabling them to work with a mentor for his long term career progression.

The Training & Development in today’s changing business environment is becoming more & more dynamic. The core function of any training department is to bridge the gap between the Changing requirements of the job & the abilities that individuals need to perform these tasks such as self-directed leadership, self-motivated terms & self generated creativity to excel in their respective areas of performance.