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CHAPTER II

CONCEPT OF TRAINING AND TRAINING POLICIES

2.1. INTRODUCTION

Modern technology demands new skills. It is important that the employees should be trained to get new skills. This can help them to improve in their career path. The training prepares the employees to handle difficult tasks. Training describes the formal, ongoing, consistent efforts to excel the performance and skill. In this globalized era, these efforts have taken on a large range.

A program of training is important as it left stability and flexibility to an organization, besides contributing to its capacity to grow. Accidents, scrap, and damage to machinery and equipment can be avoided or minimized. Also, the future need of employees can be taken care by training activities. Training activities impart specific skills, abilities and knowledge to employees.

Companies are giving more emphasis on training and development activities for upgrading and enhancing the knowledge, potential and skills of Human Resource, which is very vital and strategic resource. Companies have realized that introduction of the concept of training catalyst in every department helps in strengthening the training activities. Further, it has been realized that the formal training contributes to the growth and development of employees’ competence and motivation.

Companies firmly believe that their employees are the foundation of their strength. Their employees’ efficiency and dedication to work have gained the profits as well as excellent position in national as well as in international market as the ‘fastest-growing automobile industry’. In any organization, it is Human
Resource that makes the difference. It is the human capability, loyalty, dedication and commitment that distinguish a successful organization from others.

2.1.1. HRD Concept

Consider Human Resource as an asset of the company, which has to be preserved for long and treated as a cost center for:

- Providing the employees a healthy, active and home-like atmosphere and giving them freedom for intellectual and academic dialogues with superior and at all levels of the organization.
- Developing among the employees a sense of belonging to the company. Inculcating in them the concept of ‘one for all’ and developing team spirit.
- Providing motivation to employees through incentives; both financial and other, and urging them to take new challenges.
- Promoting talent, creativity and energy amongst the employees so that innovation, teamwork and total quality can flourish at all levels of the organization.
- Helping to develop career of the employees and adding value to their work.
- Achieving customer satisfaction by providing quality product with minimum cost.

Human resource is the chief source without which other resources such as money, machines, material etc. cannot be put into use. Human resource planning is an important feature of personnel, admin and HR department of the companies. Human resource development is broad concept which comprises deliverable and doubles, it means HRD covers all the functions and try to achieve objectives of organizations as well as employees.
In the field of automotive technology most of engineers are holding doctorate / post-graduate / graduate degrees in the branch of mechanical or automobile engineering. Other technical personnel may have either a diploma in mechanical/automobile engineering or ITI certificates in different trades.

2.1.2. Definitions of Training

- Training refers to the process of imparting specific skills. Training is a process which improves current performance by increasing an employee’s ability to perform through learning, usually by changing the employee’s attitude or increasing his or her skills and knowledge. Training need determined by calculating actual performance\(^1\).

- Human resource cannot be depreciated like other assets; hence, it is the most valuable asset. Therefore, training is regarded as an investment and not a cost\(^2\).

- Training is planned process designed to improve organizational, individual, group level. The training is like a tool to HRD, which improves knowledge, skill, performance and social behavior of employees\(^3\).

- Training is about developing people as an individual and helping them to become more confident and competent in their lives and in their jobs. The learning activity is at the center of training and direction of opportunities for learning are numerous and varied\(^4\).

- Everyone needs training; not only supervisors, managers, executives, but also workers and others too need training to develop in order to enable them to grow and acquire maturity of thought and action. Training constitute and ongoing process in any organization\(^5\).
2.1.3. Training and Development

Companies believe in the concept of HRD and try to create an environment, where the individual would be able to develop to the fullest potential in the process of contributing to the organization’s growth. Companies’ HRD program aims at the development of employees’ competence along with the organizational climate development which would, in turn, leads to organizational higher productivity, growth, cost reduction and better image.

2.1.4. Training Policy

Companies have realized that human resource is a very vital and strategic resource and it also plays a major role in every activity of the organization. In order to upgrade and enhance the knowledge, skills, potential and competence of this resource, more and more emphasis has to be given on training.

2.1.5. Objectives of Training

Each and every organization undertakes its own training program with a view of achieving specific organizational goals. The objectives for undertaking training program may vary, but there are some common objectives preserved by almost all the organizations. Some major objectives of training, which are widely pursued by majority of companies, are as follows:

- To increase productivity
- To improve quality
- To improve organizational climate
- To enhance health and safety standards
- To prevent obsolescence
- To achieve personal goal
2.2. BENEFITS OF TRAINING

Training provides benefits not only to individuals, but also to business. In many ways, it helps the organization to grow. Following are some of the benefits of the training:

- It improves profitability and creates more positive attitudes.
- It improves the morale of the workforce.
- It helps people to identify the organizational goals.
- The organization gets more effective decision-making and problem-solving skills.
- It increases quality of work.
- It helps to keep costs down in many areas; e.g., production, personnel, administration etc.
- It improves the relation between workers and management.
- It helps in handling conflict.
- It helps to prevent stress and tension.
- It helps the individual in making better decisions and solving the problems effectively.
- It is encouraging and helps in achieving self-development and self-confidence.
- It helps a person to handle stress, tension, frustration and conflicts.
- It increases job satisfaction and recognition.
- It improves interactive skills of individual.
- It develops a sense of growth in learning.
- It improves communication between groups and individuals.
• It aids in orientation for new employees and boosts taking new jobs through transfer on promotion.
• It improves interpersonal skills.
• It makes organizational policies, rules and regulations viable.
• It provides a good climate for learning, growth and coordination.
• It helps to make the organization a better place to work and live.


2.3. NATURE OF TRAINING

The nature of training is important to the overall success of both employees as well as employers. Training and education are complementary to each other. For example, who undergoes training is presumed to have had some formal education. Education is very important to conduct training programs. Employees in the well-paid jobs or employees in the service industries may be required to make independent decisions regarding their work and their relationship with clients. Hence, firms must consider elements of both education and training while planning their training programs. To bring the distinction between training and education in focus, it may be stated that training is officially to operators, whereas use of the development programs are for employees at higher position. Education, however, is common to all the employees, notwithstanding their grades.
Table 2.1 Training and Education

<table>
<thead>
<tr>
<th>Training</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Theoretical orientation</td>
</tr>
<tr>
<td>Job experience</td>
<td>Classroom learning</td>
</tr>
<tr>
<td>Specific task</td>
<td>General concepts</td>
</tr>
<tr>
<td>A narrow perspective</td>
<td>Prospective</td>
</tr>
</tbody>
</table>


2.4. NEED OF TRAINING

To keep pace with the changing scenario, every organization is redefining its objective and the strategies to utilize the potential of all available resources. Organization's performance depends upon the performance of their staff. Following listed factors are responsible to emerge the need of various training activities in each and every organization:

- Fastest growing technology
- Globalization
- Increasing size of the organization
- Legal and political issues
- Improvement in quality of performance
- Improvement in rate of production
- Improvement in moral
- Improvement in work ethics
- Reduction in grievances
- Reduction in wastage of material, machine hours and manpower
- Reduction in supervisory burden
2.4.1. Classification of Training Needs

Training needs are classified in two categories i.e., present needs and future needs.

Table 2.2 Classification between training and future needs

<table>
<thead>
<tr>
<th>Present needs</th>
<th>Future needs</th>
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</thead>
<tbody>
<tr>
<td>Role clarity</td>
<td>Technological change and skill development</td>
</tr>
<tr>
<td>Leadership quality</td>
<td>Knowledge of future diversification and change in role</td>
</tr>
<tr>
<td>Decision making and skill development</td>
<td>Source of competitive advantage</td>
</tr>
<tr>
<td>Improvement in production</td>
<td>Career planning</td>
</tr>
<tr>
<td>Behavioral changes</td>
<td>Management development plans</td>
</tr>
</tbody>
</table>

K. Ashwathappa, *Human resource management 6th edition*

Further they are divided into individual needs, occupational needs and organizational needs.

1. Individual needs

Skills, knowledge and attitude are the dimensions of the performer, which contribute towards his/her total effectiveness or the competence. One can have the basic knowledge and skill to justify the job responsibility, but the improvement in these dimensions, with reference to the occupational and organizational needs, can bring out the results. Amongst the individual needs, supervisory skill development, management development and decision making are the important needs.

2. Occupational needs

These are the needs required for fulfilling the competency gap to give quality performance, break the interpersonal barriers, improve the group
effectiveness, develop confidence, and take up challenges and initiatives. These needs generally clarify the occupiers’ needs. Among these, team development, group dynamics, OJT, JIT, ETC can be considered.

3. Organizational needs

Every organization strives for excellence in job performance to achieve total dynamics in respect of fulfilling its objectives. Therefore, there must be an approach to develop individual by way of correcting his attitude, which can promote harmonious work culture. Management development programs, OD, MBO, etc. are the common organizational need.

In the earlier days, the employee is used to decide who is to be trained? What training is necessary to meet his objectives with the awareness of significance of training in organizational growth? Western countries have developed the various methods and techniques to identify the training need to justify the investment in HR. The format of the appraisal interview should be designed according to the objective of the company, the objective of the trainees, relationship with the interviewer and the sensitivity of the program.

2.5. PURPOSE OF TRAINING

The purpose of training is to ensure that all personnel / individuals are well trained and qualified to meet requirement stipulated for the appointment.

The other purpose of training is to describe the procedure for identify training needs and providing training to the personnel who perform activities that affect quality. It is also to ensure that all the personnel, performing specific assigned task, are having adequate knowledge and skills to perform that task.
2.6. RESPONSIBILITY OF TRAINING

The personnel responsible for training are as follows:

- Head of department (personnel, administration and HRD) is responsible to establish and maintain executive procedure of training.
- The Sr. Asst. Director (HRM) is responsible to facilitate induction training to personnel with qualifications to meet requirements of designated appointments / needs stated by HOD’s.
- All HOD’s are responsible for ensuring On-the-job training for personnel within their own department.

Basic activities those are carried out with respect to training in the companies are:

- Identification of training needs or areas of training
- Training for trade apprentices
- Induction training to fresh appointees
- Training to employees at all levels
- Evaluation and assessment of training imparted

1. Training to trade apprentices

The purpose of this is to provide training to trade apprentices and to upgrade and enhance the practical skills of trade apprentices as per the provisions of the Apprentice Act, 1961. The following procedure is adopted in this type of training:

- The training program for apprentices is formulated as per their syllabus.
- The training in various manufacturing activities as per their specific trades such as Welder, Turner, Carpenter, Diesel Mechanic, Motor Mechanic,
Vehicle, Computer Operator & Programming Assistant, Electrician, Carpenter etc. is provided to the concerned apprentice. This is mainly on-the-job training.

- The trade apprentices maintain diaries and training officer’s remark.
- HOD of respective department, after checking the performance, signs these work diaries and gives internal marks for the same.
- The training records are maintained for each apprentice.

2. Induction training

Induction training is very important. It provide overall information about organization to newcomers. During this training, norms and values of the organization are clearly explained to the new employees with the help of multimedia presentations, departmental visits and booklets on induction. Such induction training is periodically evaluated and improved.

3. Training to employees

The procedure followed in companies related to training activities is as given below:

- Training needs in respect of every employee are identified by respective HOD and communicate to the HRM department through Annual Confidential Reports (ACR) of the concerned employee. The detailed study of the needs received is made by the HRM department.

- These needs, received through ACRs, are then categorized under broad heads such as computer operations and operations software, instrumentation and calibration, chemical testing and material testing, engine-related topics, structural dynamics, noise, vibration or harness (NVH) etc.
The basic needs, received through ACRs, are then given reference numbers and placed under broad heads. The number of individuals requiring that particular training is taken into account and mentioned against the topic/course in order to organize the training for them.

These needs are then compared with the various brochures, training calendars, planners received through regular mails from various institutions. If some needs are getting fulfilled/matched with the training program reflected in the training calendars of the institutes, then the note proposing the nomination of an individual or group is put for the approval of the Director. Needs are also prioritized, based on departmental urgency/needs, and the availability and schedule of the faculty.

On many occasions, HODs also suggest and recommend the faculty for various training programs based on their experiences. Training is planned and arranged either internally or externally depending upon the number of participants, in consultation with concerned HOD’s after proper identification of needs. Based on this, yearly calendar of training is prepared and accordingly training is arranged.

Sometimes, the brochures containing various training programs and management development programs, received from various training institutes, are also circulated to all departments for giving their nominations, if any. Initially, these requirements are not need-based, however, can be treated as identified needs at the later stage, after receiving nomination from the HOD.

Recognizing the vital role that competent and motivated workforce plays in the achievement of quality objectives, regular training of personnel is
identified, planned, implemented and monitored by Training Management Committee (TMC) as mentioned below:

Table 2.3 Training Management Committee

<table>
<thead>
<tr>
<th>Director</th>
<th>Chairman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Representative</td>
<td>Member</td>
</tr>
<tr>
<td>Heads of Department</td>
<td>Member</td>
</tr>
<tr>
<td>Head Quality Management</td>
<td>Member</td>
</tr>
<tr>
<td>Sr. Asst. Director (HRM)</td>
<td>Member</td>
</tr>
</tbody>
</table>

Source: ARAI manual

- Operational training needs specific to the individual and to the department are identified by individuals, HOD and by Corrective and Preventive Action Committee (CPAC) to inculcate the culture of ‘First Time Right’ – by preventing the occurrence of non-conformities. If the individual fills the form, HOD reviews it and then submits these needs to Personnel, Administration and HRD Department (HRM) for putting up it to the Director for approval.

- In addition to external and internal (In-House) training, departmental trainings on technical and managerial topics are also arranged in the companies. For familiarization of technological up-gradation all over the world, employees are also sent abroad for training.

4. Departmental training

Training on operational and day-to-day departmental activities area also arranged and imparted to departmental personnel to enhance the skills and knowledge in assigned areas in order to improve the productivity and profitability of the organization. Departments also prepare their yearly training calendar for
department training and send a copy of the same to the personnel, administration and HRD department.

5. **Seminars and Workshop**

One of the companies under study is Western Indian Headquarter of the Society of Automobile Engineers (SAE). Seminars and Workshops are conducted regularly under the banner of the SAE. This company has two well-equipped auditoriums. These auditoriums are used intensively by the automobile industries for conducting various seminars and international conferences. Symposia on International Automobile Technology (SIAT) are held in every alternate year in this company, wherein 100 to 120 papers on automotive technology are presented.

2. 7. **GENERAL PRINCIPLES TO ORGANIZE A TRAINING PROGRAM BASED ON NATIONAL INDUSTRIAL CONFERENCE BOARD RECOMMENDATION**

The purpose of the training is to help the organization to achieve goals by providing opportunities for employees at all organizational levels to acquire the requisite knowledge, skills and attitude.

- The first step in training is to determine needs and objectives.
- Objectives and scope of a training plan should be defined before its development begins in order to provide a basis for common agreement and cooperation.
- Training programme should be drafted according to organizations needs and employees future development.
- The training must use the tested principles of learning to make it more effective for the trainees.
- Organize the programs by:
• identifying training needs
• planning and deciding the objectives
• designing and developing write-ups
• designing and developing training AIDS and facilities
• conducting training program
• collecting feedback,
• discussion with appraisal.

2.8. ROLE OF THE GOVERNMENT

• The Finance Ministry and leading industrial bodies have contributed to its initial capital.

• Establishment of NSDC (National Skill Development Corporation)

• NSDC has set targets to provide training to at least 150 million people with the required skills by 2022.

• State Government has made provision of loans for the setting up of training centers, if required by the enterprises.

• The expenditure incurred by the enterprise in the training of apprentices is 100 per cent exempted under the Income Tax Act.

• The Central Government also reimburses 50 per cent of the cost of training for apprentices.

• Courses for officers are provided at the Central Staff Training and Research Institute, Kolkata.
2.9. ROLE OF ENTERPRISES

- As per Apprenticeship Training Act, 1961, every organization has to teach a certain number of apprentices.
- The organization should appoint experts from various fields.

2.10. TRAINING SPECIALIST

In the present situation, the role of training specialist is really a complex one. Besides his own conception of his role, personal skill also influences his role as a specialist. The technological competency, awareness of legal trade and level of education linked in with higher expectations of the organizations made this role more complex.

2.10.1. Effectiveness of training specialist

The training specialist must be effective in the following areas. He should:

- analyze critically the performance problem.
- develop communication skill to find out the deficiency.
- design and analyze the feedback and evaluation system.
- control the expenditures.
- design learning dynamism for target group.

2.10.2. Roles of Training Specialist

1. As a consultant or advisor

This is the most common role that a training specialist should have. He advises on production of the training scheme, design of training programs, course material selection etc. to justify the objectives of organizations and to remove the deficiencies of human resource. Being a specialist on the training methods, he provides the bridge between learning theories and methodology to be used for the
given target group. In this role, he helps the manager to train and evaluate training program. The consultative skills of training specialist involve knowing which questions to be asked, when to be asked and how to create an environment in which facts are surfacing out.

2. **As an exponent**

   In this role, a training specialist directly implements the training functions. At one extreme, he is an instructor, and on the other, he motivates the learning habits. In the role of exponent, he will be required to lecture, to run the group discussion, to lead a case analysis, to demonstrate techniques and to analyze the performance.

3. **As a diagnostician**

   In this role, training specialist virtually is a performance advisory. Also, he is supposed to diagnose the training need analysis, employee performance, need of training, and establish the relationship with the people.

4. **As an effective manager**

   A training specialist, in the role of an effective manager, monitors the performance of his employees and takes the decisions by his own way.

5. **As a change agent**

   The training specialist is supposed to be a change agent in the organization; hence he must upgrade his skill and knowledge in accordance with the changing technology and social culture. For his effectiveness, there is a need to sharpen his sensing skills and knowledge so that he can perform his task effectively and facilitate training activities.
2.11. THE TRAINING PROCESS

The growth of the organization depends on strategic decisions taken by the management and on the implementation of these decisions by employees. Training activity is a vital link to facilitate the implementation process to improve the competency of employees and to effectively implement the management decisions. Well-trained people can be effective without a well-prepared strategic plan, but without strategic knowledge and skill everything may collapse. A true competitive edge comes from the people who know what they are supposed to do and how exactly this is to be done? Training helps the people to learn and develop this capability to bring dynamism in the organization. The effectiveness of training will be depended on the accuracy of:

- Training needs identification
- Training needs assessment
- Training needs justification
- Budgeting and controlling the cost
- Selection of learning process and training methodology
- Planning, designing and conducting the process
- Evaluation of training program and evaluating feedback records

After analyzing objectives of an organization, first and foremost function of HRD department is to plan the strategy. Depending upon the organization’s long-term planning and short-term planning, training activities should be planned.
2.11.1. Step I - Training Needs Assessment

Training needs assessment plays a very important role as it provides information about:

- Where is the training needed?
- What should be the content of the training?
- Who needs training in the organization in certain kinds of skills and knowledge?

Training needs assessment diagnoses the present problems and future challenges that should be dealt through training and development. The organization spends vast sum of money on training practices.

Training is needed when the performance of employees is not up to the mark. Parallel with training, other initiatives like Job aid, practice, change of job, transfer, termination may also be tried.
Any change in the organization strategy necessitates the training of groups of employees. Training can also be used in case of high rates of scrap or accidents, low morale and motivation, or when such other problems are diagnosed\(^7\). Though, training is not a cure, such undesirable happenings reflect more in the poorly trained workforce.

The issues considered while doing an assessment of needs.

**Organizational support**: The assessment tends to change patterns of behavior of employees. When the needs assessment is carefully designed and supported by the firm, disruption is minimized and cooperation is much more likely to occur. Obviously, the analyst needs to take steps to work effectively with all parties and gain the trust and support of the participants in the needs assessment\(^8\).

- **Organizational analysis**: It seeks to examine the goals of the organization and the trends that are likely to affect these goals.

- **Task and KSA analysis**: It is important to identify which tasks are needed in each job and which knowledge, skill, ability (KSAs) are required to perform these tasks. This assessment helps to prepare a backbone that describes the KSAs to be achieved, upon completion of the training program.

- **Personnel analysis**: This personnel analysis is to determine the necessary KSAs that have already been learned,

2.11.2. Step II - Deriving Instructions and Objectives

The next phase in the training process is to identify instructional objective. Which is helpful to trainees to achieve desired objectives.

2.11.3. Step III - Designing Training Program

Every training program must attend certain issues like:

- Who is going to participate in the program?
• Who are the trainers?

• Where is the place of program?

• What are the contents of training program?

![Figure 2.2 Designing Training Program](source: K. Ashwathappa, *Human resource management 6th edition*)

• Trainees are selected on the basis of recommendation of HOD, self nominations and by the performance appraisal.

• Trainers should be supervisor, co-worker, members of HR staff, specializing in other parts of the company, outside consultant, industry associations, faculty members at the university.

• Methods and techniques of training are divided into two categories; on-the-job and off-the-job methods. On-the-job methods are referred to the methods that are applied in the workplace where the employee is actually working. Off–the-job methods are used away from the workplace.

2.11.4. Step IV - Methods and Techniques of Training

Training methods are categorized into two groups.

• On-the- job training methods

• Off- the- job training methods

1. **On-the-job training**

The majority of industrial training is on-the-job type of training. On-the-job training is conducted at the worksite and in the context of the job. Often it is
informal. An experienced worker shows a tyranny for teaching how to work on the job. There are various methods of training used to train employees. The most common on-the-job type of training includes orientation, job instruction, internship, apprenticeship, coaching hand job rotation etc. On-the-job training offers several benefits to the organization:

- It is relatively inexpensive.
- Trainees are producing something while learning.
- It does not result in work disruption.
- It does not require elaborate preparations like selection of place, arranging facilities, drawing training etc.
- Quick feedback is available to trainees.

2. **Off-the-job training**

   It is important to provide the employees with a stress-free environment for off-the-job training. The commonly used techniques for off-the-job training include lectures, films, TV, role plays, case studies and simulations.
<table>
<thead>
<tr>
<th></th>
<th>Orienting new employees, introducing innovations in products and services</th>
<th>Spatial skills training</th>
<th>Safety education</th>
<th>Creative, technical and professional education</th>
<th>Sales, administrative, supervisory and managerial education</th>
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<td><strong>On-the-job methods</strong></td>
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<td>Orientation training</td>
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<td>Films</td>
<td>√</td>
<td>√</td>
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<td>√</td>
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</tr>
<tr>
<td>Television</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Conferences Or descriptions</td>
<td>√</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>√</td>
</tr>
<tr>
<td>Case studies</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>√</td>
<td>–</td>
</tr>
<tr>
<td>Role plays</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>–</td>
</tr>
<tr>
<td>Simulations</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>–</td>
</tr>
<tr>
<td>Programmed instructions</td>
<td>–</td>
<td>–</td>
<td>√</td>
<td>√</td>
<td>–</td>
</tr>
</tbody>
</table>

Source: Best Personal Human Resource Management by Leap and Crino

The above table represents the list of commonly used techniques along with their ranking based on effectiveness. The higher the ranking, the more effective the technique is (1 is the highest rank).
Levels of training:

1. At the lowest level, basic knowledge is given like communication, language and personal appearance.
2. Next level is skill development, which includes perfection in concerned area.
3. The third level is for increasing operational proficiency.

2.11.5. Step V - Program Implementation

Trainee fills up the prescribed feedback / assessment form and evaluates the program on the aspects of suitability and competency of faculty, course content, course material, course environment, administrative arrangement etc. These forms are submitted to the Sr. Asst. Director (HRMA) after undergoing the training program. Asst. Director endorses his remarks / recommendations.

This evaluation form is again sent to the HOD, concerned to the individual undergone the training program, for his comments on the performance of the individual after undergoing training. These remarks are also compiled and analyzed for further utilization to assess the training program.

Sr. Assistant Director (HRMA) carries out analysis of the overall training program using appropriate technique on the basis of feedback forms received from participants, and puts up this analysis to the Training Management Committee for guidance and suggestions for continuous improvement in the training activities.

Program implementation involves location, training aids, program conducting and monitoring. The last days in the training process is the evaluation of results. Since huge sums of money are spent on training program, how far the program has been useful must be judged / determined. Evaluation helps to determine the results of the training program in practice; however, there is a lack of facilities for evaluation in many organizations.
Budgeting

Based on the organizational objectives, future Plans and the priorities of the program budgeting are allocated for the training activities. planning, training need identification, training needs assessment, appraisal, recruitment and selection, testing progress, valediction, training material and training AIDS, revising and retesting, publishing awarding, feedback system. The effectiveness of cost-control system lies in monitoring the cost incurred as well as the budget allotted. 

Human Resource is an investment to the organization, and hence, to evaluate the adequate return on this investment to the organization, it is necessary to budget, work out the viability, monitor and control the cost. Management always looks at the profit and loss for any activity, so, before organizing training program, it is necessary to decide how much to be invested in the improvement of individual performance.

The training budget is influenced by the various factors. Those factors are divided into direct and indirect factors:

<table>
<thead>
<tr>
<th>Direct Factors</th>
<th>Indirect Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer’s fees</td>
<td>The cost of running training &amp; development organization</td>
</tr>
<tr>
<td>Honorarium of training faculty</td>
<td>Paper production cost</td>
</tr>
<tr>
<td>Cost of refreshment / lunch / tea etc.</td>
<td>TA / DA to trainees</td>
</tr>
<tr>
<td>Hiring charges for training aids</td>
<td>The work suffered due to employees being away for training</td>
</tr>
<tr>
<td>The cost of writing materials and stationery etc.</td>
<td>Managerial / supervision cost</td>
</tr>
</tbody>
</table>


Training is the continuous and non-stop activity in the companies.
Maintenance of Records

All the records, right from identification of training needs to overall assessment of training should be well maintained by the personnel department, with proper identification and location.

2.12. EVALUATION OF THE TRAINING PROGRAM

A huge sum of money is required to be spent on training; hence, how far the program has been useful must be judged/determined. Evaluation has determined the results of the training program.

Evaluation of overall training activity should be well studied, which is based on steps such as recognition of training needs, the selection process for training, pre-course preparation, actual training program or in-course activities, post-training feedback and assessment/evaluation of the training imparted. The journal-review system of assessing the effectiveness of training should be evaluated and the indications of the appraisal should be made in next year’s training plan.

2.12.1. Need for Evaluation

The chief purpose of evaluating the training plan is to discover that training program fulfills particular objective or not. If not, then corrective actions should be taken to overcome performance deficiencies. A second reason for evaluation is to make sure that any changes in learner capabilities are due to the training program and not due to any other circumstances. Training programs should be evaluated to decide the cost efficiency. Evaluation is helpful to give details of program failure; trustworthiness of training is very much improved when it is proved that the company has actually benefited from it.
2.12.2. Principles of Evaluation

Principles of evaluating training programs:

- Evaluation specialist must be clear about the goals and purpose of evaluation.
- Evaluation must be continuous.
- Evaluation must be specific.
- Evaluation must be based on objective methods and standards.
- Realistic target date must be set for each phase of the evaluation process. A sense of urgency must be developed, but deadlines that are unreasonably high will result in poor evaluation\(^10\).

2.12.3. Criteria for Evaluation

- First of all to know that did trainees learn something from training?
- What they learn from training? Have they able to implement in day to day practice?
- Is the performance of the new group of trainees, for which the training program was developed, consistent with the performance of the original training groups?
- Can a training program validated in one firm be used successfully by another company?

These questions often result in different evaluation techniques.

2.12.4. Techniques of Evaluation

A number of techniques of evaluation are being used in the firm. It is stated that the usefulness of the methods is inversely relative to the ease with which the evaluation can be done. One approach towards evaluation is to use experimental and control groups. Each group is randomly selected. The experimental group is given training while the control group is kept without
training. The random selection helps to give surety that the formation of groups is quite similar to each other. Measures are taken of the related indicators of achievement before and after training for both the groups. If the gains demonstrated by the experimental group are better than those of the control group, the training program is labeled as successful\textsuperscript{11}.

Another method of training evaluation involves longitudinal or time-series analysis. Measurement is taken before the program begins and continued during and after the program is completed. These results are plotted on a graph to determine whether changes have occurred and remained as a result of training efforts. Further, it is validated that change has occurred as a result of training and not due to some other variable.

One simple method of evaluation is to send a questionnaire to the training after the completion of the program to obtain their opinions about the worthiness of the program. Their opinions can also be obtained through interviews. A variation of this method is to measure the knowledge and skills that employees possess at the beginning and completion of the training. If the measurement reveals that the results of training are satisfactory, then the training may be taken as successful.

In order to conduct a thorough evaluation of training program, it is important to assess the cost and benefits connected with the program. This is a difficult task, but is useful in convincing the management about the usefulness of the training.

Some of the cost that should be measured for a training program includes assessment cost, salaries of training department staff, purchase of equipment, program development cost, trainer cost, rental facilities and trainee wages during the training period\textsuperscript{12}.
### 2.12.5. Levels of Evaluation

#### Table 2.6 Kirkpatrick model of evaluation

<table>
<thead>
<tr>
<th>Level</th>
<th>Questions being asked</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction</td>
<td>Did the trainees like the program, the trainers, and the facilities? Do they think the course was useful? What improvements can they suggest?</td>
<td>• Questionnaire</td>
</tr>
<tr>
<td>Learning</td>
<td>To what extent the trainees have upgraded their knowledge?</td>
<td>• Written test, Performance test, Graded simulation</td>
</tr>
<tr>
<td>Behavior</td>
<td>Are they using skills and knowledge learned in training? Is the trainee behaving differently on the job after receiving training?</td>
<td>• Performance appraisal by superior, peer, client, subordinate.</td>
</tr>
<tr>
<td>Result</td>
<td>Is the organization better because of the training?</td>
<td>• Accidents, Quality, Productivity, Turnover, Morale, Costs, Profits</td>
</tr>
</tbody>
</table>


Evaluation of training, by using any or all of the above techniques, can take place at four levels:

- Reaction
- Learning
- Behavior
- Results

As shown in Table 2.6, the four levels of training form a hierarchy, which means that lower level is fundamental for the higher level. It means if one of the
lower-level measures are not affected, then its higher levels will not be affected as well\(^4\).

Reaction measures whether the employees valued the training and the services. It is usually measured by the questionnaire.

Learning measures whether employees know more than they did prior to undergoing training.

Behavioral impact is measured through performance appraisal.

Evaluation of results looks at the overall outcomes of the training and the impact that the training has on productivity, efficiency, quality, customer service or any other dimension. This can be measured by sales figures, production, consumer survey or any other means that correspond to the firm's performance measures.

The four-level model of evaluation is propounded by Donald Kirkpatrick.

2.12.6. Closed-loop System

It may be observed that the model suggests that a training program should be a closed-loop system, in which the evaluation process is provided for continual modification of the program. The information may become available at several stages in the evaluation process. For example, an effective monitoring program may show that the training program has not been implemented as originally planned. In other instances, different conclusions might be supported by comparing data obtained from the evaluation of training. In addition, even when the training program has achieved its stated objectives, there are always developments that can affect the program, including new training techniques and characteristics of the trainees. Obviously, the development of training programs needs to be viewed as a continuously improving process.
2.13. IMPEDIMENTS TO EFFECTIVE TRAINING

There are many impediments that can make a training program ineffective. Following are the major hindrances:

1. Management Commitment is lacking and uneven

   Most of the companies do not spend money on training. Those that do, tend to concentrate on managers, technicians and professional. The rank and file workers are ignored. To cope up with the rapid technological change, combined with new approaches of organizational design and production management, workers are required to learn 3 types of skills:

   1. The ability to use technology
   2. The ability to use it and
   3. The ability to diagnose a system problem.

   In an increasingly competitive environment, the ability to implement changes in products and technologies is essential for economic viability.

2. Aggregate spending on training is inadequate

   Companies spend a very small portion of their revenues on training. The budget allotment for training is the first item to be cut when a company faces a financial crunch. Awarding degree is not enough, educational institute has to provide not only theoretical teaching, but also practical teaching to improve skill of students is very important. This is the reason why business must spend vast sums of money to train worker in basic skills. Organizations also require training the employees in numerous skills. Manager, mainly at the focus level, wants to be retrained in team playing skills, entrepreneurship skill, leadership skill and customer direction skills.
3. **Large-scale poaching of training workers**

Trained personnel are in great demand. Companies in our country become adamant on employees to sign bonds of tenure before distributing them for training, chiefly before assigning them the experience of training in distant countries. Such bonds are not successful as the employees are ready to pay the predetermined amount as reimbursement when the bonds are breached.

4. **No Help to worker displaced because of downsizing**

Organizations are downsizing and de-layering in order to trim their work forces. The government should send a partial certain fund from the National Renewal Fund for the purpose of retaining and rehabilitating displaced workers.

5. **Lack of organized labor force**

Organized labor can play a positive role in imparting training to workers. But major trade unions in our country seem to be busy in attending the mundane issues such as bonus, wage revision, settlement of disputes etc.

2.14. **CONCLUSION**

Training activities are designed, considerable cost notwithstanding, to impart specific skills, abilities and knowledge to employees. A distinction is often made between training and education. Training refers to impart a specific skill. Education is the process of theoretical learning in classrooms. Training is confined to the shop-floor workers. Skills, education, development, ethics, attitudinal changes and decision-making skills must go into any program of training. Training program are important because it provides not only sustainability and stability to the organization but also it contribute organizational growth. Accident, scrap, and damage to machinery and equipment can be avoided or minimized with the help of
a training program. Furthermore, future needs of employees will be taken care by training activities. Training process involves several states as mentioned below:

- Defining organizational objectives and strategies
- Training needs identification
- Establishing training goals
- Revising the training program
- Implementation of the program
- Evaluation of the result.

Evaluation is the last step of the training process. Since huge sum of money spent on the training process, how far program is useful must be judged. Evaluation process helps to determine the result of the training program. Evaluation of the training program must be based on principles. Criteria for evaluation contain the number of potential goals like training validity, transfer validity, intra-organizational validity and inter-organizational validity. In order to conduct a thorough evaluation of training program, it is important to assess the cost and benefits associated with the program.
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