CHAPTER-2

CONCEPT & APPLICATIONS OF TRAINING & DEVELOPMENT
# Index

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Topic</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concept and Application of Training and Development</td>
<td>46</td>
</tr>
<tr>
<td>1.1</td>
<td>Training and Development</td>
<td>47</td>
</tr>
<tr>
<td>1.2</td>
<td>System Model of Training and Development</td>
<td>48</td>
</tr>
<tr>
<td>1.3</td>
<td>Objectives of Training and Development</td>
<td>49</td>
</tr>
<tr>
<td>1.4</td>
<td>Types or Content of Training</td>
<td>49</td>
</tr>
<tr>
<td>1.5</td>
<td>Training Skills</td>
<td>50</td>
</tr>
<tr>
<td>1.6</td>
<td>Principles of Training</td>
<td>51</td>
</tr>
<tr>
<td>1.7</td>
<td>Importance and Advantages of Training and Development</td>
<td>52</td>
</tr>
<tr>
<td>1.8</td>
<td>Factors Influencing Training</td>
<td>53</td>
</tr>
<tr>
<td>1.9</td>
<td>Management Development</td>
<td>54</td>
</tr>
<tr>
<td>2</td>
<td>Methods of Training and Development</td>
<td>56</td>
</tr>
<tr>
<td>2.1</td>
<td>Types of Training</td>
<td>56</td>
</tr>
<tr>
<td>2.2</td>
<td>Training and Development Methods</td>
<td>57</td>
</tr>
<tr>
<td>3</td>
<td>Identification of Training and Development</td>
<td>64</td>
</tr>
<tr>
<td>3.1</td>
<td>Process of Identification of Training and Development Needs</td>
<td>65</td>
</tr>
<tr>
<td>3.2</td>
<td>Methods of Training need Assessment</td>
<td>67</td>
</tr>
<tr>
<td>4</td>
<td>Designing and Conducting Training and Development Program</td>
<td>70</td>
</tr>
<tr>
<td>4.1</td>
<td>Steps in Designing Training and Development Program</td>
<td>70</td>
</tr>
<tr>
<td>4.2</td>
<td>Concept of Conducting Training and Development Program</td>
<td>71</td>
</tr>
<tr>
<td>5</td>
<td>Evaluation of Training and Development Program</td>
<td>73</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5.1</td>
<td>Importance of Evaluation</td>
<td>73</td>
</tr>
<tr>
<td>5.2</td>
<td>Methods of Data Collection for Evaluation</td>
<td>73</td>
</tr>
<tr>
<td>5.3</td>
<td>Types of Evaluation</td>
<td>75</td>
</tr>
<tr>
<td>5.4</td>
<td>Process or Model of Evaluation of Training and Development</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Reference</td>
<td>79</td>
</tr>
</tbody>
</table>
1. Concept & Applications of Training & Development

Earlier humans used to transfer knowledge with the help of sign and actions to others, but due to industrial revolution different types of training comes into existence which helps the workers for operations of machines. Today because of rapid technological changes and improvement, there is need for higher skills and knowledge in many areas and therefore training and development has been the most important organizational activity.

Before some years employees were considered a cost to be controlled. But now it is considered as an asset which can be developed so overall organizational development can be possible which will give high rate of profit to the companies. Training and development increases the abilities of employees to meet the new competitive standards of market. Its impact can be measured at several levels- the economy, the organization and the employee. The Indian companies that have made significant investments in their human resources have enjoyed increased economic success. Therefore, training and development is important to cope up with the challenges in the changing environment so that organization can remain in business. Training and development programs are needed for organizations of all size, all types, all levels and at all areas.
1.1 Training & Development

According to H. John Bernardin “training is any attempt to improve employee performance on a currently held job or one related to it”.¹

Nadler has stressed the difference between ‘training’ which is concerned with present jobs, and ‘development’ which is concerned with future jobs as opposed to Hamblin who assumes development simply as training for future jobs.²

Training is an educational process. It provides information to the people and increases knowledge and skills and can help them improve their effectiveness at work. Training can be given to individuals and groups. Content of trainings increases skill development and improve behavior at workplace. Training and development is one of the key HR functions. Most organizations look at training and development as an integral part of the human resource development activity. Many organizations have mandated training hours per year for employees keeping in consideration the fact that technology is deskilling the employees at a very fast rate.

Technically training involves change in attitude, skills or knowledge of a person with the resultant improvement in the behavior. For training to be effective it has to be a planned activity conducted after a thorough need analysis and target at certain competencies, most important it is to be conducted in a learning atmosphere³. While designing the training program it has to be kept in mind that both the individual goals and organizational goals are to be fulfilled. Organizations prepare their training calendars at the beginning of the financial year where training needs are identified for the employees. This need identification is called as ‘training need analysis’ and it is a part of the performance appraisal process. After training need analysis the time period for training and training programs are decided.

Many times training is confused with development, but both are different. Development is the opportunities created to help employees for their growth. Training focuses on the current job, but development provides competences for future job, so employees can work in more than one department and level. It is a program to develop them for future positions. This is done on the basis of existing attitude, skills and abilities, knowledge and performance of the employee. The major difference between training and development is, training focuses on the current
employee needs but development focuses on preparing people for future job and responsibilities.

**Training** involves certain issues as noted below.

1. Identification of training needs and setting training objectives – Training objectives is a description of what an employee should be able to do after training that he could not do before. Training objective should be stated in detail and it should be observable.

2. Identification and selection of right training and development methods is key to its effectiveness.

3. Evaluation of training and development program is necessary for its continuity\(^4\).

1.2 System Model of Training and Development

![System Model of Training and Development](http://www.lingualistek.com/LinguaLISTek/solutions/training/isdmodel.htm)
1.3 Objectives of Training & Development

The main aim of training is to help the organization and employees in achieving. Training means investment of time and money in human resource to enable them to perform better and to improve them to make the best use of their natural abilities. The objectives of training and development are as below.

1. To provide new employees the basic knowledge and skill they need for performing their work.
2. To ensure that each employee has capabilities to perform their duties.
3. To assist employees to function more effectively in their present positions by providing them updated information and techniques and developing the skills that they will need to do their job.
4. To help the employee develop as an individual so that the organization can utilize the maximum potential of its employees.
5. To prepare employees for high level responsibility.
6. To reduce supervision wastage and accidents.
7. To develop inter-personal relation.
8. To reduce employee turnover and absenteeism.
9. To increase motivation and morale of employees.

1.4 Types or Content of Training

Training may be organization specific as well as general, depending on the needs of the organization, job and the employees. However following are some common programs.

1. Communication Training: The increasing diversity of today’s workforce brings a wide variety of languages and customs. Thus staff should be able to be very good in written and verbal communication.

2. Computer Skill Training: Computer skills are becoming a necessity for conducting administrative, shop floor and office tasks. Therefore computer training helps employees and organizations to take advantage of computer technology.
3. **Customer Service Training:** Increased competition in today’s global marketplace makes it critical that employees understand and meet the needs of customers.

4. **Diversity:** This includes explanation about people and their different perspectives and views, and how it can be handled.

5. **Ethics Training:** Today’s society has increasing expectations about corporate social responsibility. Also, today’s diverse work force brings a wide variety of values and morale to the workplace. Ethics training helps managers and employees to behave according to ethical norms of the organization and helps to improve corporate image. “Ethical business is a good business”.

6. **Human Relation Training:** The increased stresses of today’s workplace can include misunderstanding and conflicts. Training can facilitate people to get along well in the workplace.

7. **Safety Training:** Safe training is necessary to prevent accident- unplanned or unintended loss of men and money. Safety training is critical where working with heavy equipments, hazardous chemical, repetitive activities etc, but also can useful with practical advise for avoiding assaults etc.

8. **Need Based Training:** Besides above areas of training, there may happen to be need of training in some specific areas which are identified on the bases of performance.

1.5 **Training Skills**

Training may not be an exact science, but neither is it an activity that can be left to inexperience. Trainer must have following essential skills.

1. **Technical Skill:** Trainer must have adequate knowledge of the subject of training. He must be aware of newer knowledge, practice and skills and continually update their subject knowledge. He should have ability to deliver group and individual training. He should be able to provide training which is concerned with employees e.g. on-the-job training, use of computer and software, health and safety practice, public relation and leadership development.
He should be able to make training curriculum and provide programs. He should have capacity to make training plan and determine training method. He should have ability to use proper training aids, including training handbook, multimedia visual aids etc.

2. **Behavioral Skills:** Trainer must have good personal characteristics and capabilities to effectively deliver training and development programs. He should have excellent communication skill. Trainer must have skills and ability to work effectively in different organization culture. He should have good teaching and facilitation skills. He must have good listening skill in order to understand his trainees.

1.6 **Principles of Training**

The basic training principle helps trainers to design programs according to the need of an organization and individual employees. The major principles of training are:

1. Training should be based on needs and objectives of the organization as well as employees.

2. Training and development should be based on an assessment of the performance and requirement of individuals and organization.

3. Training should be conducted in the actual job environment to the maximum possible extent.

4. The performance of individuals during their training and development should be monitored, reviewed at intervals, recorded and any necessary action taken.

5. Training should be focus on job related skills, knowledge and information. This helps in achieving objectives of training.

6. Training should not provide so many details to employees that it overload and confuse employee which result in loss of learning.

7. Employee must be given opportunity to practice what they have learnt in training program so that we can know what they have already learned.
1.7 Importance & Advantages of Training & Development

“Training is a process which enables the trainees to achieve the goals and objectives of their organizations” (Chowdhry D.P.). Training is a continuous and never ending process. The following advantages can be derived from a scientific training program.

1. **Better Performance**: It results in better performance of employees both in terms of quantity and quality of output. Putting an untrained person on the job is just like sending an untrained boxer in the ring.

2. **Economy in Training Costs**: The learning times is reduced considerably by training. In the absence of a systematic training program, training costs will be higher as the employees will indulge in self-training.

3. **Elimination of Wastage**: Machines and material are handled economically resulting in the elimination of all types of wastages. It also leads to reduction in the cost of production\(^{10}\).

4. **Less Supervision**: Supervision of trained employees is reduced to a great extent as they want to do the job with the least supervision.

5. **Less Accidents**: Training also helps in reducing accidents Generally lack of training in equipment and safety measures, are responsible for majority of accidents.

6. **Team spirit**: Training and Development helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.

7. **Organization Culture**: Training and Development helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization.

8. **Quality**: Training and Development helps in improving upon the quality of work and work-life.

9. **Healthy work environment**: Training and Development helps in creating the healthy working environment. It helps to build good employee, relationship so that individual goals aligns with organizational goal.
10. **Profitability:** Training and Development leads to improved profitability and more positive attitudes towards profit orientation.

Training and Development aids in organizational development i.e. Organization gets more effective decision making and problem solving. It helps in understanding and carrying out organizational policies. Training and Development helps in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display.

1.8 **Factors influencing training**

1. **Management Support**

   It is an important factor which affects job training. It is important that managers create a climate which is helpful in learning and encourage professional development. Without management support, there would not be adequate funds for training programs, and workers would not be able to use new technologies.

2. **Effective and Experienced Trainer**

   Trainer may internal or external but he must be able to communicate effectively. He should aid a conversation to know and fulfill the needs and expectations of the learners. Trainer must present material clearly and effectively, and be able to make information interesting. He should be able to adjust appropriately when necessary.

3. **Learning Objectives**

   Another factor which makes a training success is a well-written learning objective. Learning objectives works as guidance for discussions and help students understand what is expected of them. Students who understand what is expected are more involved and willing to work hard in order to achieve goal. To be effective, learning objectives must specify a performance that a learner should be able to perform at the end of training program.
4. **Learner Readiness**

A learner must also be ready and willing to learn new information. A learner must identify the need to adapt new behavior and be able to learn a new skill, and the learner needs to have an open mind so that he can think and perform in new way.

5. **Learner Emotional Investment**

Adult learners are especially notorious for needing to know why they need to know something. Adults need to see the immediate benefit of applying the new skills, which increases emotional investment and level of engagement. Furthermore, adult learners need to retain an emotional connection to prior experiences that relate to new information\(^1\).

1.9 **Management Development**

Management Development is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations. Management development is the structured process by which managers enhance their skills, competencies and knowledge, via formal or informal learning methods, to the benefit of both individual and organizational performance\(^1\).

According to Management Development Institute of India— "Management development is the development of management over and above its science and theory, of its practice and application in organizations, corporations and institutions, alike in relation to the organization and manager, so as continuously to re-equip both to fulfill their purposes more effectively and in harmony with each other and both with the environment in which they function and have their being and hope to thrive upon and grow\(^1\).

**Objectives of Management Development**

1. To provide adequate leaders.
2. To increase the efficiency of performance of existing executives.
3. To serve as a means of control in operations.
4. To train managers for higher assignment who show potential for growth greater than those of their colleagues.
5. To prepare them for adaptation to changes, environmental, ideological and technological.
6. To develop unity of purpose and improve morale.¹⁵
2. Methods of Training & Development

To decide which method of training and development to use in a training and development program can sometimes be difficult, because there are many different training and development methods, which may be used in a training environment. Some considerations for proper method are as follows.

1. Purpose for training. For example lectures and discussion for improving knowledge.
2. The subject matter and duration of time for training course determines the types of method.
3. The method should suit the audience and the business environment.
4. The cost factor.

Other factors affecting the choice of training method are:

1. Age, gender or level of education
2. Learning styles of trainees.
3. Number of trainees.
4. Trainer’s Skills.

2.1 Types of Training

Training can be divided into two types: Pre-service training and In-service training. Pre-service training is more academic in nature and is offered by formal institution which follows definite syllabuses for certain duration to offer a formal degree and diploma. In-service training on the other hand is offered by organizations from time to time for the development of skills and knowledge of the present employees.

Pre-service Training

Pre-service training is a process through which individuals are made ready to enter into certain kind of professional job such as management, medicine or engineering. They have to attend regular classes in a formal institution and need to complete a definite curriculum and courses successfully to receive a formal degree or diploma.
They are not entitled to get a professional job unless they can earn a certificate, diploma or degree from the appropriate institution\textsuperscript{16}.

In-service Training

In-service training is a process of employee development for the purpose of improving the performance of present employees. It promotes the professional growth of individuals. It is a program designed to strengthen the competencies of employee while they are on the job. In-service training is a problem centered and trainee oriented activities.

2.2 Training & Development Methods

There are two types of methods i.e. On-the job training method and Off-the job training method. The decision whether the training should be carried out On or Off the job can not be made randomly. A judgment has to be made as to which method is more likely to meet the required objectives.

A) On-the job training method

On-the job training method generally takes place in the normal working situation. This refers to the methods of training in which a person learns a job by actually performing it. A person works on a job and learns and develops skill at the same time.

1. Apprentice

Training occurs under the supervision of an experienced person, an apprentice receive knowledge and develops skills associated with a designated trade through on-the job training. Most of their training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continuing labor for an agreed period after they have achieved measurable competencies\textsuperscript{17}.

2. Job Rotation

Job rotation involves the movement of employees from one job to another in order to increase skill and abilities. Job rotation involves the transfer of trainees from one job to another and sometimes from one branch to another. The trainee is given full duties
and responsibilities of the rotated position. It is more suitable for lower level executives.

3. Coaching

In coaching, the superior plays an active role in training the subordinate. The superior may give challenging task to the subordinate for the purpose of training. The superior may assist and advice the subordinate to complete the given task. In this case, the superior acts as a coach in training and guide the subordinate.

4. Understudy Position

The trainee is given an understudy position. The trainee handles some important work of his superior’s job. The trainee, at a future date, is likely to take the duties and responsibilities of his immediate superior. The understudy technique ensures a company that a fully qualified person will be available to take over a present manager’s position whenever he leaves the position through promotion, transfer, retirement or resignation.

5. Management Participation

It gives chance to young middle-level managers to experience problems and responsibilities faced by top-level executives in their company. About 10 to 12 executives from different departments within the organization works in the board for a term of 6 months or more. The board is allowed to study any problem faced by the organization and to make recommendations to the senior board of directors.

Advantages of On-the job training

- Low cost - does not require the development of potentially expensive training materials or classroom/computer-based instruction.
- Since On-the job training is performed at the work area, training tends to be focused on performing real job tasks.
- Well suited for small groups - On-the job training is often the most practical training method when you only need to train one or two employees at a time.
- Real life situation
- Trainee can establish work relationship from the start.
- Learning can be controlled.

Disadvantages of On-the job training

- Inconsistent – Traditional On-the job training relies heavily on an experienced employee to provide the instructions based on what they feel. What is important to one employee may not be important to another.
- Incomplete - Without a structured lesson guide, On-the job trainers often forget to cover important information. What is learned is likely to be based on what happened that day rather than on what a new employee needs to know to be safe and productive.
- Bad habits - The trainee observes and may adopt the trainer's habits and attitudes about all aspects of the job including safety, quality, customer service, and relationship with management.
- Risk to machines, equipments etc. and increase in scrape due to lack of experience.
- Lack of time due to pressure of production.
- Psychological pressure on trainees due to exposure before experienced workers.

B) Off-the job training method

These methods require trainees to leave their workplace and concentrate their entire time towards the training objectives. These days off-the-job training methods have become popular due to limitations of the on-the-job training methods such as facilities and environment, lack of group discussion and full participation among the trainees from different disciplines, etc. Following are the main off-the-job training methods:

1. Lectures

This is a traditional training method. The role of a trainer is to provide the information to the trainees, while the trainees’ role is to listen. When the purpose is to provide information, lecture method is preferred. This method is suitable for large audience where participation is not needed.
Making lecture method effective:

- Lecture method can be improved by encouraging trainees to take notes.
- Use of the multimedia largely improves the effectiveness of lecture.
- The trainer can ask questions frequently during a lecture to increase the involvement of trainees.

2. Group Discussion method

A small group discussion is an activity that allows learners to share their experiences and ideas or to solve a problem\textsuperscript{20}. The trainer conducts a group discussion with purpose of solving a problem, getting feedback, sharing experience or encouraging ideas. During the group discussion the trainer’s play the role of facilitator and ask questions, encourages involvement, manages the environment and gives the conclusions.

Making group discussion method more effective

- The trainer should announce well in advance about his intention to use group discussion method, so trainees can know that they are to participate.
- The problem of one man influencing the whole group can be addressed by skilled trainer.
- To start the discussion the trainer may ask questions to the group that build interest or bring out opinions.
- The trainer should remain neutral as far as possible to make the group discussion a successful method.

3. Case Study

This technique was developed by Harvard Business School, U.S.A. A case study is an objective description of a real life situation that can occur in business, in case of which, the participants are required to take appropriate decision\textsuperscript{21}. Identification and diagnose of the problem is the aim in case study method. Alternate courses of action are suggested from participants.
Making case study effective:

- Presenting real case, which gives an actual problem or situation occurring in an organization.
- Provide sufficient time before starting case study analysis to the members to study and prepare for the case.
- This method can be effective if small groups compete with each other.
- A debate on possible alternatives and solution can be useful, but care should be taken that the trainers should not misbehave.

4. Incident Process method

This method was developed by Paul and Pigors. This may include company rules, union agreements, or biographical information about the characters. In the usual case method the entire problem is presented to the students, whereas in the incident method only a brief incident is presented to provoke discussion in the class. This is followed by some questions like what, when, where, and how the incident happened and who was immediately involved. This leads to discussion and lively analysis because people find it easier to think and feel that the situation is happening now and that they are taking part in it.

5. Simulated Training

A simulator is any kind of equipment or technique that duplicates as nearly as possible the actual conditions encountered on the job. It is an attempt to create a realistic decision making environment for the trainee. Simulation present likely problem situations and decision alternatives to the trainees.

6. Role Plays

In role playing method different role has to be performed by the students on a particular situation by assuming it as a real situation which can provide good amount of experience to the candidates. The participants play the role of certain characters such as manager, executive, supervisor etc. This method is mostly used for developing inter-personal relations.
7. Business Game

Business games are classroom simulation exercises in which teams of individuals compete against each other to achieve given objectives. For instance, teams may be asked to make decisions regarding pricing, production quantity, research expenditures, advertising and sales promotion plans, channels of distribution etc. Team actions and decisions are fed into a computer that has been programmed according to a particular market. Business game participants learn by analyzing problems and by making trial-and-error decisions.

8. Conference method

This method is use for providing messages on a large scale. Often to an audience of several hundred people or executives with common interest from a wide section of the society who are seeking an opportunity to hear the views and comments of experts. There will be a chair person who will give his conclusion at the end of conference. He is expected to have complete control both of the speaker and of the audience. He should plan well what the speaker should deliver and provide adequate time for asking questions.

9. Sensitivity Training

In this type of training, a small group of trainees consisting of 10 to 12 persons is formed and an unstructured situation is given to them. Sensitivity Training is a form of training that claims to make people more aware of their own prejudices, and more sensitive to others\textsuperscript{24}. The objectives are to increase listening skills, trust, support, tolerance and to understand the feeling of each other.

10. Vestibule Training method

In this method, actual work conditions are simulated in a class room. Materials, files and equipment which are used in actual job performance are also used in training\textsuperscript{25}. It is very much useful for the semi-skilled, skilled and executives. With the help of this training process, at a time so many trainees can be trained like trained clerks, bank tellers, machine operators, inspectors, testers, etc.
Advantages of Off-the job training

- This type of training gets employees away from their work environment to a place where their frustrations of work are eliminated. This more relaxed environment can help employees to absorb more information as they feel less under pressure to perform.
- As the training is held externally, company would not have added costs incurred as a result of extra equipment or additional space.
- Sending an employee on a training could help to make an employee feel more valued as they would feel as if they are receiving quality training.
- Trainee’s specific difficulties are easier to explore.
- Improve morale and motivation for self development.

Disadvantages of Off-the job training

- Cost of external facilities and more time consuming.
- Difficulty of simulating work problems.
- Resistance of trainees being away from home.
- As there is no real way to know the abilities both as a trainer and the trainees, there is no guarantee that sufficient skills of knowledge will be transfers.
- The different learning speeds of individuals who are usually forced to progress at a compromise rate.
- It often involves travelling and inconvenience.
3. Identification of Training and Development Needs

Training need identification or analysis is done to find out the kinds of training that are needed, who needs them, where they are needed, and which method will best deliver the needed skill, knowledge and attitudes to the worker. The need for staff training can be identified in a number of ways, such as during interviews, through feedback from colleagues, by competence or knowledge tests, by observing work taking place, or from appraisal documents or CVs. If productivity is not up to the expectation than to the manager and H.R department is informed that training is needed. Excessive customer complaints also give information about quality of product or services and the consequent need for training.

Training need assessment is an organizational intervention. A well planned and designed assessment helps the organization to a greater extent. Its success largely depends on the support extended by the organization and its members at all levels. The success of training need assessment process depends on the organization support and the person leading the team to achieve the success. If there are any differences or misunderstandings than it should be cleared.

Before training someone, we have to know that whether the person really requires training or not and if yes than what type of training is required and what should he learn from training. It is conducted at organization level, individual level and the job level. It is based on the systematic gathering of data about existing employees’ capabilities and organizational demands for skills.

1. Organizational analysis

At organizational level, training need analysis focuses on strategic planning, organizations goals and needs. It involves assessment of both the internal and external environment of the organization. Internal environment includes procedures, policies, strengths & weaknesses, while the external environment account for the opportunities and threats.

2. Operational / Job analysis

Training Need analysis at job level focuses on the work that is being assigned to the employees. The job analyst gathers the information on whether the job is clearly
understood by an employee or not. He gathers this information through technical interview, observation, psychological test; questionnaires asking the closed ended as well as open ended questions, etc. Based on the information collected, training Need analysis is done.

3. Individual analysis

Training need analysis at individual level focuses on each and every individual in the organization. At this level, the organization checks whether an employee is performing at pre-determined standards or not. If the actual performance is below the expected performance then there is a need of training. However, individual competence can also be related to individual need.

Objectives of identification of Training & Development needs

- To determine whether training is needed.
- To determine cause of poor performance.
- To determine content and scope of training and development program.
- To determine desired training and development outcomes.
- To provide basis of measurement.
- To gain management support for training program.
- To determine what training and development program is related to employee’s job.

The training need exists when there is a gap between what is required of an employee to perform their work completely and what they actually know.

3.1 Process of Identification of Training and Development needs

Training is defined as a process for developing individual skills and effectiveness. Individual effectiveness in terms of skill, knowledge and attitudes, is one of the building blocks towards achievement of wider goal of improved organizational effectiveness.
1. **Problem Identification:**

Firstly the problem areas are to be identified for appropriate training program. For that we have to check the actual performance of our organizations and our people against predetermined standards. It has been divided into two parts.

- **Current situation:** We must determine the current skills, knowledge, and abilities of our employees. It also includes our organizational goals, climate, and internal and external environment.
- **Desired or necessary situation:** We must identify the desired conditions for organizational and personal success. It focuses on the necessary job standards, as well as the skills, knowledge, and abilities needed to accomplish work successfully.

The "gap" between the current and the desired standard will identify our needs, purposes, and objectives of training.

2. **Designing the need analysis:**

The design of the training need analysis is to be determined in order to identify appropriate method for training and development. While evaluating the selection of methods of training and development, the advantages and disadvantages of methods must be carried out carefully. It is done on the basis of the current and desired competencies.

3. **Data collection:**

The information gathered on gaps between required and existing levels of knowledge, skills, behaviors and attitudes for each individual should be collated at each sub-unit or team level. This will identify the training needs of the sub-units or teams. The person who collects the data should be an expert in related area or subject. Data may be collected through various methods such as:

- Conducting personal interviews
- Questionnaire and surveys
- Performance appraisal
• Observing employees at work

4. Data analysis:

After collection of data it needs to be carefully analyzed. Quantitative and qualitative methods are used to analyze and interpret the data. After analysis and interpretation of collected data, conclusion and solutions are recommended.

5. Providing feedback:

After analyzing and interpreting the data feedback should be provided to the management regarding the conclusion either through a written report or through oral presentation.

6. Developing action plan:

After providing feedback an action plan is developed to meet the identified needs of training and development of employees. Action plan is then evaluated, analyzed and reviewed for improvement and forward it to the management for approval. If people are doing their jobs effectively, perhaps we should leave well enough alone. However, some training and/or other interventions might be called for if sufficient importance is attached to moving our people and their performance into new directions.

3.2 Methods of Training need assessment

There are a number of practical methods that we can use to gather data about employees’ performance. Each method works well in given situation; therefore, we must choose the method which is suitable in organization. In order to get proper data we should always use at least two methods. One of should always be observation, because a supervisor can easily observe his subordinates and know best that what type of training is required.

1. Documentation review:

Performance appraisal forms of employees can be analyzed for identifying the areas of improvement of employees. During the performance interview, an employee should be asked regarding the duties and training of a worker. Answer given during
the appraisal interviews are authentic, and can assist in establishing the needs, variations and all type of information that a training program should include. Feedback should be provided at the time of appraisal interview. Training needs differ from worker to worker, so we should schedule training program accordingly.

2. **Observation:**

Observations done by the superiors and colleagues may be used to know the areas of problem. A worker's performance can be evaluated through observation and analyses, but it is not always possible where there are large number of workers working at same place and time.

3. **Interviews:**

The use of interview method in conducting the needs analysis is strongly recommended. It ensures the same types of data from all sources. This allows you to determine whether a piece of information is one person's opinion, or opinion of all employees. Since in interview we have to ask number of questions to each employee, we have to select essential questions only.

4. **Questionnaire:**

In interview method we have to select we have to select few employees or workers for asking questions as interview of all the employees in impractical as it is time consuming and tedious work. But questionnaire method is quantitative in nature as most or all the employees can be included in it. Here opinion of all the employees is possible and after analyzing the data, we are able to know what type of training is needed.

5. **Job Description:**

Before establishing a job description, a job analysis must be made. This job analysis includes all the responsibilities of the related job. It should be such that the person who is conducting training program can use job analysis for preparing course of training. When an employee’s job description is prepared the trainer can easily make his training program according to employee’s responsibilities and task.
6. Suggestion box:

A suggestion box is a very basic tool. Complaints or suggestions from employees regarding training can be put in suggestion box which can be used in assessment.

7. The Difficulty Analysis

Identification of an employee's duties that cause them the most difficulty, and allowing for more training in those areas.\textsuperscript{32}
4. Designing & Conducting Training and Development Program

The design of the training program can be undertaken only when a clear training objective has been produced. The training objective clears what goal has to be achieved by the end of training program i.e. what the trainees are expected to be able to do at the end of their training. Training objectives assist trainers to design the training program\(^3\). Every training and development programme must address certain viral issues – 1. Who participates in the programme? 2. Who are the trainers? 3. What methods and techniques are to be used for training? 4. What should be the level of training? 5. What learning principles are needed? 6. Where is the programme conducted?\(^4\)

4.1 Steps in Designing Training & Development Program

All the organizational problems can not be solved by training. It will be advisable for the trainer to clearly identify what problems can be solve by training and what cannot. The Ideal training program can be designed as follows:

1. Objective of the training program:

   An objective is a statement describing the knowledge or skills that the trainee has to acquire on the completion of the training program. There are two types of approaches as follows:

   **Reactive Approach:**

   It takes into account the immediate need of the training which is related to organization’s problem.

   **Pro-active approach:**

   This is based on the long-term plan of the organization taking into account the futuristic need & long term objective.

2. Design the training program:

   As per the availability of the Trainers and Trainee HRD Coordinator will plan the training program. Selection of the faculty is also important. Trainer can be from internal or from external source. Based on the results we obtain in the 1\(^{st}\) phase, we will design the training. This phase consists of identifying learning objectives, which
describe in a manner that can be measured what the trainee should be able to do upon
completion of the training. We will also determine how the course will be delivered,
who and when it will be delivered.

3. Contents of the training program:

Once we have decided who needs to be trained and why, we then need to get suitable
training material to suit the objectives of the training. It includes subject matter and
material of training program, depending upon the problems the subject is selected and
material is prepared by the trainer.

4. Duration of the training:

Here the trainer will decide the duration period of training and other factors such as, at
what time the training will start, refreshment break, lunch break etc.

5. Evaluations:

Evaluation is the most important part of the training program. Based on the evaluation
we can find out success of the training. Based on the evaluation HRD Coordinator
will evaluate the outcome of training and if required then he will take the necessary
action in next training program.

4.2 Concept of Conducting/Implementing Training and Development Programs

To put training program into effect according to definite plan or procedure is called
training implementation. Training implementation is the hardest part of the system
because one wrong step can lead to the failure of whole training program. Even the
best training program will fail due to one wrong action. In many ways, deciding who
will conduct the training is simpler than deciding who will control it. Possibilities are
a program or training director, other staff members, outside presenters (including
participants and other community members) or organizations, or some combination.

Steps

1. Selection of Training and Development Method:

The training and development method should depend upon the knowledge of trainees,
area of their work, their position in the organization etc. It also depends on the subject
matter and material prepared by the trainer. It can be on-the job or off-the job training method depend upon the type of training and trainees.

2. **Communicating Training and Development Program:**

Trainers should use appropriate channel of communication. Circular, notice etc can be used as a channel of communication. It is important to communicate training and development program sufficiently in advance so that the departmental managers of the trainees can plan for delegation of the work of the trainees who will be away from their actual work. Individual employees also get opportunity to not only plan their regular work and make for suitable adjustment but also to plan their personal priorities. It should include:

- Title of the program.
- Basic objective of the program.
- Venue.
- Time.
- Other requirements, if any.

3. **Implementation:**

Trainer must make all arrangements necessary for the smooth conduction of the training and development program. He should be experienced and knowledgeable. He should begin by creating an environment for learning and participation for the trainees. He should continuously check the attention, interest, active listening and participation of the trainees.
5. Evaluation of Training and Development Program

Evaluation is the procedure of getting to know the returns or output of training input, Human resource development or department manager eager to know the result of training. The process of examining a training program is called training evaluation. Training evaluation checks whether training has had the desired effect. Training evaluation ensures that whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines.

To measure the effectiveness of its training and development, Siemens uses an appraisal system, known as a Performance Management process. Employees and their line managers agree objectives at the beginning of a placement and progress is then monitored formally and informally throughout the placement. This helps to focus everyone on the developing needs of the business.

Evaluation is an important part of training program. Before the training program it should be defined. To identify the method of evaluation trainers has to follow following questions.

- Why to evaluate?
- When to evaluate?
- What to evaluate?
- How to evaluate?

5.1 Importance of evaluation

Through evaluation we can justify the expenditure made on training programs and it is important as we can know that which training method and training institute is best for the organization. We can also know how much a training program has affected the organization. When we evaluate and analyze the training program we can find out the successfulness of the trainers and training. It helps to plan next training also.

5.2 Methods of Data Collection for Evaluation

1. Observation:

Observation involves selecting, watching and recording objects, events or activities that play a significant part in the administration of the program being evaluated. The observed conditions can then be compared with some pre-established criteria and the
deviations from this criteria analyzed for significance. In some cases, direct
observation can be an essential tool for gaining an understanding of how the program functions. Observation may take many forms. It can be in controlled or in natural
conditions. Observation can be participate and non-participate.

2. Interviews:

The interview is perhaps the most widely used technique known to society. Interviews are purposeful conversations used to gather open-ended qualitative data. Interviews can be done face-to-face or over the phone. The major drawback to interviews is the time and cost involved. Interviews are time-intensive for both the researcher and the respondent. There are many forms of interviews. Structured and unstructured interviews, focused interviews,-depths interviews.

3. Questionnaires:

Questionnaires provide an easy way to distribute a standard set of questions to any number of respondents, the response format lends itself to easy data collation and analysis, and they are also a lot more cost-effective to administer than conducting interviews. As a result, questionnaires have become the most popular method of gathering training evaluation data for effectiveness and impact analysis. Questionnaires can be Structured & Unstructured. The structured questionnaire consists of direct and predetermined questions. While unstructured questionnaire is used mainly for conducting interviews, it is flexible.

The selection of the question is based on the objective of the training. It is very economical terms, less efforts and costs both for the trainers and trainees. In negative side the questionnaires gives data on biased sample because it can be used only with the select interested group.

4. Surveys:

Surveys are probably the most recognized and popular form of data collection because they provide an easy way to collect a lot of information at once in a systematic and standardized way. Surveys ask the same questions in the same way for every study participant. Surveys are effective tools for collecting data for various sample sizes, small to large.
5. **Focus Groups:**

A focus group is a group interview or focused discussion where a facilitator leads a group of participants through a set of questions on a particular topic. Like interviews, focus groups can be used effectively to get reactions, insights, opinions, attitudes, and preferences regarding training programmes. It is an effective method for generating new ideas, it is inexpensive and can be quickly organized. The methods will be effective depending on the selection of trainees.

5.4 **Types of Evaluation**

1. **Formative Evaluation:**

A formative evaluation sometimes referred to as internal is a method for judging the worth of a program while the program activities are in progress. This part of the evaluation focuses on the process. This involves judging the activities of your project. This often involves looking at what has been done, who has been reached, and the quality of the activities.

2. **Summative Evaluation:**

This is done at the end of the project and involves considering the project as a whole, from beginning to 'end'. It is meant to summarize and inform decisions about whether to continue the project (or parts of it), whether it is valuable to expand into other settings. Summative evaluation examines program outcomes to determine overall program effectiveness. Summative evaluation is a method for answering some of the following questions such as, Were your program objectives met? Will you need to improve and modify the overall structure of the program? What is the overall impact of the program? What resources will you need to address the program’s weaknesses?

5.4 **Process or Model of Evaluation of Training & Development**

A) **Donald Kirkpatrick Four Levels Evaluation Model**

Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and
Development Journal. The model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs."\textsuperscript{48}

It has been divided into four parts which are as follows:

1. **Reaction:**

Reaction evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example, Did the trainees like and enjoy the training? Did they consider the training relevant? Was it a good use of their time? Did they like the venue, the style, timing, domestics, etc?\textsuperscript{49} It's important to measure reaction, because it helps you understand how well the training was received by your audience. It also helps you improve the training for future trainees, including identifying important areas or topics that are missing from the training.

2. **Learning:**

Kirkpatrick defines learning as the extent to which participants change attitudes, increase knowledge, and skill as a result of attending a program. So to measure learning we need to determine, What knowledge was learned? What skills were developed or improved? What attitudes were changed?

3. **Behaviour:**

It measures a change in employee behaviour. It measures if the employee's behaviour changed on the job as a result of training, and if so, how? To measure behaviour data is collected through interviews of trainee with supervisors, and questionnaires are distributed. However, the information gathered is very subjective and difficult to measure as sometimes the trainee may not get a chance to apply his knowledge gained during training for many months.

4. **Result:**

This involves measuring the final results that occurred because a person attended a training session. This can include increased production, improved work quality,
reduced turnover, etc. Level four can be difficult because you must determine what final results occurred because of attendance and participation in a training program\(^5\).

**B) Jack Phillips' Five Level ROI Model**

Building upon the Kirkpatrick model, Jack Phillips added the fifth level the Return on Investment (ROI) produced by a training course using the financial formula:

\[
\text{ROI (\%)} = \frac{\text{Net Program Benefits}}{\text{Program Costs}} \times 100
\]


**Evaluation Levels of the ROI Process**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>MEASUREMENT FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reaction &amp; Planned Action</td>
<td>Measures participant satisfaction with the program and captures planned actions.</td>
</tr>
<tr>
<td>2. Learning</td>
<td>Measures changes in knowledge, skills, and attitudes</td>
</tr>
<tr>
<td>3. Application and Implementation</td>
<td>Measures changes in on-the-job behavior and progress with application.</td>
</tr>
<tr>
<td>5. Return on Investment</td>
<td>Compares program monetary benefits to the program costs.</td>
</tr>
</tbody>
</table>

The evaluation levels categorize data, reporting a chain of impact as reaction leads to learning, to application, to impact, and to return on investment\(^5\).

But according to me, we cannot get exact program costs as well as we are unable to calculate the benefits we get from a particular training program, as we can not
calculate the improved skills and knowledge of employees in terms of money. We can only know the benefits of training and development through improved quality of products and services and through customer satisfaction.

C) Kaufman’s 5 Level Evaluation

It is not much different than Kirkpatrick model of evaluation. It is designed to evaluate a program from the trainee’s perspective and assess the possible impact’s implementing a new training program may have on the client and society.

1. Input and Process:

This is broken into two sub-parts, called Enabling and Reaction. Enabling is designed to evaluate the quality and availability of financial, physical, and resources. This level is an input to Reaction, which evaluates the efficiency and acceptability of the methods/processes in the training.

2. Acquisition:

It evaluates the competency and mastery of the test group or individual in a classroom setting.

3. Application:

It evaluates the success of the test group or individual’s utilization of the training program which is based on how they are using content of training program.

4. Organization Output:

This level is designed to evaluate the results of the contributions and payoffs of the organization as a whole as a result of the proposed training program. Success is measured in terms the organizations overall performance and the return on investments.
5. Societal Outcomes:

Kaufman considers this a mega analysis. How is the organization contributing to its clients and society? Is it responsive to client/societal needs?\textsuperscript{53}
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