TRAINING

Chapter 4

- Training is a planned programme designed to impr[ove]
  performance and bring about measurable changes [in]
  knowledge, skills, attitude and social behaviour of
  employees.

Features of Training

❖Increases knowledge and skills for doing a particul

❖Focuses attention on the individual job.

❖Concentrates on individual employees

❖Gives importance to short term performance

Training is essential for job success. It can lead to hi production, fewer mistakes, greater job satisfaction a lower turnover.

Need For Training:

- helps new recruits to perform assigned tasks effectively
- helps existing employees to prepare for higher level jobs
- enables existing employees to keep in touch with latest developments
- permits employees to cope with changes brought in by fr transfers
- makes employees more versatile, mobile, flexible and us the organisation
- bridges the gap what the employee has and what the job demands allows an employee to gain acceptance from p groups readily

Training vs. Development

- Training is concerned with teaching specific job rela
  skills and behaviour. Development is future oriented
  training, focusing on the personal growth of the emp

Training vs. Development

Learning Dimension	Training	Development
Meant for	Operatives	Executives
Focus	Current job	Current and future
Scope	Individual employee	Work group or org
Goal	Fix current skill deficit	Prepare for future
Initiated by	Management	The Individual
Content	Specific job related information	General Knowledge
Time-frame	Immediate	Long term

Training vs. Education

- Training, more or less, is job oriented (skill) learning
Education, on the other hand, is a person-oriented,
-based knowledge whose main purpose is to impro
understanding of a particular subject (a kind of con
learning).

Training Pitfalls:

Here is a checklist to avoid training pitfalls

❖ Attempting to teach too quickly

❖ Trying to teach too much

❖ Viewing all trainees as the same

❖ Giving very little time to practice

❖ Offering very little to the trainee in the form of encouragement, praise   or reward

Learning Principles: The Philosophy of Tra

Training efforts are invariably based on certain learning oriented g

- **Modelling**: It is simply copying someone else's behaviour. (like s the videotapes of desired behaviour while at work)
- **Motivation**: For learning to happen, it is important to motivate th first.
- **Reinforcement**: If behaviour is rewarded, it probably will be rep Positive reinforcement consists of rewarding desired behaviours
- **Feedback**: Feedback helps an employee find where he stands. learn   best if reinforcement is given as soon as possible.
- **Spaced practice**: Learning takes place easily if the practice ses spread over a period of time.
- **Whole learning**: Employees learn better if the job information is an entire logical process.
- **Active practice**: Learning is enhanced when trainees are provic opportunities to repeat the task.
- **Relevance: training** should be as real as possible so that traine successfully transfer the new knowledge to their jobs
- Environment: employees learn faster in comfortable environmen

Areas And Types of Training

Training is generally offered in the following areas

❖ Knowledge

❖ Technical skills

❖ Social skills

❖ Techniques

The various types of training that are commonly employed in prese
organizations may be listed thus.

Types of training:

❖**Skills training:** here certain basic skills like reading, writing, c
speaking, listening, problem solving etc are taught

❖**Refresher training:** here the focus is on short term courses t
help employees learn about latest developments in their respect

❖**Cross functional training:** this helps employees perform ope
areas other than their assigned job.

❖**Team training:** this is concerned with how team member
communicate with subordinate
ahead, how they should handle conflictful situations, how to find
using collective wisdom etc.

❖**Creativity training:**   this helps employees to think unconve
break the rules, take risks, go out of the box and develop un
solutions.

❖**Diversity training:** it aims to create better cross cultural sens
the aim of fostering more harmonious and fruitful working relatio
among a firm's employees

❖**Literacy training:** this is generally offered to those employees
reading, writing or arithmetic skills.

Systematic Approach To Training

- A systematic approach to training would consist of three phas[es] training needs assessment, implementation and evaluation

Training needs assessment

- Training efforts must aim at meeting the needs of the orga[nization] and the individual employees. This, essentially, involves thr[ee] of analysis:

A. Organizational analysis: This is a study of the entire orga[nization] in terms of its objectives, utilization of resources to achieve o[bjectives] etc.
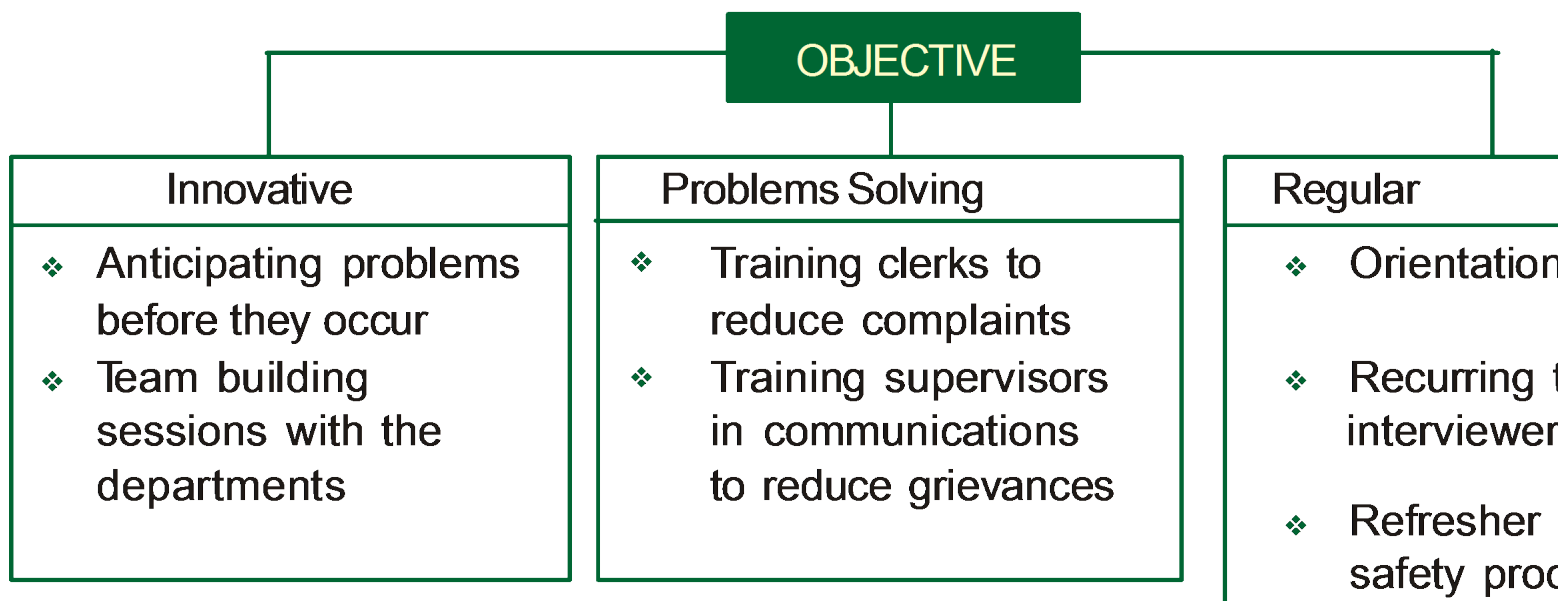
- ❖   Analysis of objectives
- ❖   Resource utilization analysis
- ❖   Environmental scanning
- ❖   Organizational climate analysis

B-. Task or role analysis: this is a detailed examina[tion of]
a job, its components, its various operations and con[ditions]
under which it has to be performed.

C. Person analysis: here the focus is on the individu[al in a]
given job; whether training is needed, whether the
employee is capable of being trained, and the areas [in which]
the training is needed.

D. Identify training objectives: Training objectives [are]
of three types

Objectives of training

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                    ┌─────────────────┐
                    │    OBJECTIVE    │
                    └─────────────────┘
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Innovative	Problems Solving	Regular
❖ Anticipating problems before they occur ❖ Team building sessions with the departments	❖ Training clerks to reduce complaints ❖ Training supervisors in communications to reduce grievances	❖ Orientation ❖ Recurring interviewer ❖ Refresher safety proc

E. Training methods: Formal training methods incl the job training   covering job instruction tra coaching, mentoring, job rotation,   apprentice training, committee assignments etc. and off t training including lectures, conference, sim exercises and   programmed instruction.

F. Evaluation: Evaluation helps in controlling and co the training programme.

On The Job Training Methods

- **Job instruction training (JIT):** This is training directly on the job. Here the trainee receives an overview job. The trainer actually demonstrates the hob and the t is asked to copy the trainer's way. The trainee, finally, tr perform the job independently.

- **Coaching**: Here the supervisor explains things and ar questions;   throws light on why things are done the wa are; offers a model for   trainees to copy, conducts decision making meetings, and allows   trainees free commit mistakes and learn .Coaching, thus, requires teaching skills.

- **Mentoring**: The use of an experienced person to teach train someone with less knowledge and experience in area is known as mentoring. The mentor nurtures, sup and guides the efforts of   young persons by giving appropriate information, feedback and   encouragem whenever required.

Job rotation: This kind of training involves the mov[ement] of trainee from one job to another.

Apprenticeship training: Most craft workers such a[s] plumbers, carpenters   etc are trained through forma[l] apprenticeship programmes. In this method, the train[ees] are put under the guidance of a master worker typica[lly] 2-5 years.

Committee assignments: In this method, trainees a[re] asked to solve an actual organisational programme [working] along with other trainees.

Off The Job Training Methods

- **Vestibule training**: It occurs off the job on equipment o
  methods that are highly similar to those used on the job
- **Role playing**: This is a development technique requirir
  trainee to   assume a role in a given situation and act
  behaviours associated with that role.
- **Lecture method**: Here the instructor organises the stu
  material on a specific topic and offers it to a group of tra
  the form of a talk.
- **Conference or discussion method**: In this method th
  delivers a lecture and involves the trainees in a discuss
  that the doubts about the job to be undertaken get clarif
- **Programmed instruction**: This is an approach that pu
  material to be learned into highly organised logical sequ
  that require the trainees   to respond

EXECUTIVE DEVELOPMENT

- The basic purpose of executive development is to i
  managerial performance by imparting know
  changing attitudes or increasing skills. Training co
  helps in improving job-related skills but when the i
  to enhance executives' ability to handle diverse jo
  prepare them for future challenges the focus must
  executive development.

Training vs. executive development

Training	Item	Development
Learn specific behaviours and actions; demonstrate techniques and processes.	Focus	Understand and interpret kno Develop judgement; Expand ca for varied assignments.
Short term.	Time Frame	Long term.
Tries to improve a specific skill relating to a job (mostly technical and mechanical).	Process	Aims at improving the total per of an individual (largely analyt conceptual abilities).
Meet current requirements of a job; aims at improving employee performance on a currently held job.	Goal	Meet future challenges of the the individual; aims at pro learning opportunities designe employees grow.
Performance appraisals, cost-benefit analysis, passing tests or certification.	Effectiveness Measures	Qualified people available needed, promotion from possible, HR-based comp advantage.

Features of executive development

- It is a planned effort to improve executives' ability to handle a variety of assignments

- It is not a one-shot deal, but a continuous, on-going activity

- It aims at improving the total personality of an exec

- It aims at meeting future needs unlike training, which seeks to meet current needs

- It is a long term process, as managers take time to acquire and improve their capabilities

- It is proactive in nature as it focuses attention on the present as well as future requirements of both the organisation and the individual

Importance of executive development

- Invaluable investment in the long run as it helps ma
  to acquire requisite   knowledge, skills and abi
  needed to handle complex situations in business

- Enables executives to realise their own career goa
  aspirations

- Helps executives to step into superior positions eas

- Assists executives in enhancing their people-mana
  skills,   taking a holistic view of various proble

Steps in the organisation of an execu development programme

- Analysis of organisational development needs
- Appraisal of present managerial capabilities
- Inventory of executive talent(in terms of age, servic education, experience etc
- Planning of individual development programmes
- Devising appropriate development programmes
- Evaluating results

Methods/techniques

1. Decision-making skills	(a)	In-basket	
	(b)	Business game	
	(c)	Case study	
2. Interpersonal skills	(a)	Role play	
	(b)	Sensitivity training	
	(c)	Behaviour Modelling	
3. Job knowledge	(a)	On-the-job experiences	
	(b)	Coaching	
	(c)	Understudy	
4. Organisational knowledge	(a)	Job rotation	
	(b)	Multiple management	
5. General knowledge	(a)	Special courses	
	(b)	Special meetings	
	(c)	Specific readings	
6. Specific individual needs	(a)	Special projects	
	(b)	Committee assignments	

- **In-basket**: The trainee is asked to look into a num
  papers such as   memoranda,   reports,   tele
  messages that typically confront a   manager
  respond appropriately.
- **Case-study**: The participant is asked to take
  simulated business problem and take appr
  decisions.
- **Business games**: It is a learning exercise represe
  other to achieve specific objectives.

- **Role play**: This is a technique that requires the trainee assume different identities to learn how others feel under different circumstances
- **Sensitivity training**: This is a method of changing beh through unstructured group interaction. (also known as training, where T stands for training)
- **On the job experience**: This is a kind of class room le where the trainee learns by actually doing things under supervision of an experienced supervisor. Such method highly useful for certain groups like scientific and techni personnel
- **Behaviour modelling**: This is an approach that demon desired behaviour and gives trainees the chance to prac and role-play those behaviours and receive feedback.
- **Coaching**: This is a development activity in which a su plays an active role in imparting job knowledge and skill trainee. For effective coaching, a healthy and open rela must exist between employees and their supervisors.

- **Understudy:** This is a development method w potential managers are given the chance to temp relieve an experienced manager of a job and act as his substitute during the period, giving him vital insights into the overall job that would make h automatic choice in the succession process.

- **Job rotation**: Moving a trainee from job to job so offer cross training is called job rotation. The idea this is to give managers the required diversified skills broader outlook.

- **Multiple management**: It is a system in which perr advisory committees of managers study problems company (thereby gaining first hand experience of important aspects of business) and recommendations to higher management.

- **Special courses, meetings, readings**: In additio
above, managers could also benefit by attending
workshops organised by academic institutions, atte
special meetings organised by various government
voluntary organisations and by reading specific arti
relevant to their respective fields.

- **Special projects**: In this method, a trainee is put o
project closely related to the objectives of the depa

- **Committee assignment**: In this method, an adhoc
committee is appointed to discuss, evaluate and of
suggestions relating to   an important aspect of bu

- **Conferences**: A conference is a meeting of people
discuss a   subject of common interest. The partic
exchange notes,   opinions and ideas on the subje
systematic and planner   manner.

- **Lectures**: Lectures are formal presentations on a t
  an
  presentation is   generally supported by discussio
  case studies, audio-visual   aids and film show

- **Group discussion**: In this method, papers are pre
  by two or three trainees on a selected topic, followed by
  thought-   provoking discussions.

- **Programmed instruction**: This is a learner-ori
  technique which presents subject matter to the trainees
  small sequential steps, requires frequent
  responses from the   trainee and immediately
  him of their accuracy or   otherwise.

While choosing a specific method, the following guide might be kept in mind

Technique	Suitability
Job Rotation	To develop diversified skills and broaden the outlook of an executive
Understudy	To aid succession planning by developing the skills of juniors according
Multiple Management	To assist managers in expanding their outlook and knowledge in various
Case Study	To develop analytical, reasoning and problem-solving skills
Role Playing	To translate theoretical knowledge into action plans and to promote good skills among trainees
Behaviour Modelling	To teach inter-personnel and cognitive skills
In-basket	To promote situational judgement and social sensitivity
Business Games	To develop smart thinking, quick reactions, initiative, organising and lead
Sensitivity Training	To promote self awareness and its impact on others
Conference	To improve and expand knowledge, attitudes and develop interpersonal
Lecture	To impart conceptual knowledge to a large audience within a short span

CAREER AND SUCCESSION PLANNING

- A career comprises of a series of work related activ that offer continuity, order and meaning to a person The underlying idea behind a career is that a perso shape his destiny through a number of well planne well timed, positive steps. The success of one's ca therefore, depends on the individual more than any else.

Career: Important features

- A career develops over time

- The success of one's career depends, most often,
  one's own careful planning and timely steps taken
  right time

- The important element in one's career is experienc
  psychological success.

- The typical career of a person today would probabl
  include many positions and transitions.

Career stages

- **Exploration**: the transition that occurs in mid-twenties a looks at   work after college education, seeking answ various questions   about careers from teachers, frienc
- **Establishment:** this is the stage where one begins the for work, picks up the first job, commits mistakes and le thereafter.
- **Mid-career:** Between 35 and 50 one is typically confror a plateaued career, where your maturity and experience still valued   but there is the nagging feeling of having le initial fire in the belly
- **Late career**: This is the stage where one relaxes a bit a plays an elderly role, offering advice to younger ones as to avoid career mistakes and grow continually.
- **Decline**: This is the stage where one is constantly remir retirement, after a series of hits and misses.

Career anchors

- These are distinct patterns of self-perceived talents, atti
  motives and values that guide and stabilise a person's c
  after several years of real world experiences.

More about eight career anchors

- Managerial competence
- Technical competence
- Security
- Creativity
- Autonomy
- Dedication to a cause
- Pure challenge
- Life style

Career planning

- Career planning is the process by which one selects ca
  goals and the path to achieve those goals. Career planr
  should be noted here, is a prerequisite to effective huma
  resource planning.

❖Attract and retain talent

❖Use human resources properly and achieve greater
productivity

❖Reduce employee turnover

❖Improve employee morale and motivation

❖Meet the current and future human resource needs of t
organisation

The process of career planning

- Identify individual needs and aspirations
- Analyse career opportunities
- Align employee needs with available career opport
- Develop action plans
- Carry out periodic review

Career Development

- Career development consists of the personal action undertakes to achieve a career plan. The actions f career development may be initiated by the individu himself or by the organisation

- Individual career development: Some of the impor steps that could help employees achieve their care goals could be listed thus;

Succession Planning

- The basic purpose of succession planning is to ide
and develop people to replace current job holders i
positions. Through succession planning organisati
ensure a steady flow of internal talent to fill importa
vacancies. Succession planning encourages "hirin
within" and creates a healthy environment where
employees have careers and not merely jobs. It sh
noted here that career planning (which covers exec
at all levels), by its very nature, includes successio
planning (which covers key positions at higher leve

- Succession management focuses attention on crea[ting] and stocking pools of candidates with high leadersh[ip] potential. It assures that key people are not just ide[ntified] but also nurtured and developed into future leaders[hip] roles

Steps in succession management

- Identifying the shortage of leadership skills and def[ining] the requirements
- Identifying potential successors for critical positions
- Coaching and grooming the 'star performers'