



Training and Developing

V Athilakshmi¹, Dr. S Chitra²

¹ Nadar Saraswathi College of Arts and Science, Theni, Tamil Nadu, India

² Principal, Nadar Saraswathi College of Arts and Science, Theni, Tamil Nadu, India

Abstract

A manager develops people. How well or how poorly subordinates develop themselves in their work depends on the way a manager manages. A manager: Directs people or misdirects them; Brings out what is in them or stifles them; Strengthens their integrity or corrupts them; Trains them to stand upright and strong or deforms them. Every manager does these things knowingly or not. A manager may do them well, or may do them wretchedly, but always does them⁷.

Keywords: training, developing, manager, management

Introduction

In the world of training and development, impact measuring program is a frequent discussion topic. Everyone seems to be searching for the perfect measurement system to increase organizational capabilities, performance and link them with the business strategy. Human resource practitioners, organization development consultants, training managers, and senior managers realize that any training and development activities should eventually show a positive return and improve the bottom line. Hence, the training and development has an important role in the human resource management. It is generally agreed that human beings began amassing knowledge at the beginning of the stone-age. As they invented tools, weapons, clothing, shelter and language, the need for training became an essential ingredient in the march of civilization. However, our ancestors stumbled upon or invented the various facets of civilization, which are very little significance, they transmitted the knowledge and skills acquired by them from generation to generation. This was done through various methods. Through these methods, the development process called training came into operation. Before industrial revolution the methods of training in agriculture, trade and business, crafts were not very formal. The techniques were learnt from father to son gradually through practice. The experienced persons were highly recognized in these fields.

History growth of training developing

The twentieth century saw dramatic changes within the world of work, and the twenty-first appears to have continued the theme of change. Organizations have evolved in terms of purpose, size, structure, management philosophy and relationships with the outside world. Technological advances have revolutionized all work methods, and for many organizations the operational horizon has moved from a small geographical area to literally the world; for government, 'being competitive' is now a global (as opposed to a selective international) requirement. Everything has speeded up, including the pace of change itself.

Three fundamental (and to some extent contrasting) ideas have grown in importance over the last 20 years or so. The first is that the continuously changing environment demands

lifelong learning on the part of all - even governments are aware that this is a key to future prosperity, and are attempting to promote it widely.

The second is that real-life experience itself offers significant learning opportunities, and that experiences can be designed to stimulate learning - hence more emphasis on the learner than the trainer.

The third is that the government should create and encourage national vocational schools to improve occupational competence, and they should be recognized by the award of national vocational qualifications (NCL, 2002).

After industrial revolution, machines were used in various fields and formal training process came into operation. In the beginning phase of industrial revolution the machine system of production was confined to industrial sector.. The importance of training in the industrial sector is explained in the theory of "Scientific management" given by Taylor (1967). His theory explained about the importance of training for high productivity, low accident rate, low wastage and maximize profit. He emphasized on the need for special training of the production line workers for a specific job. Adam Smith and Taylor (1967) wrote on the importance of specialization for increasing efficiency. Babbage (Wikipedia) in his work "On the economy of machinery and manufacturers" listed six reasons for making jobs as specialized as possible and all these reasons imprinted the essence of training. Babbage (1997) has given more emphasis on specialized training than general training.

In the later part of 1950s, business games were used as a popular method for decision simulation, videotape and television began to be used successfully. By the end of 1960s and in 1970s assessment centers caught the attention as the best way for executive appraisal of performance and potential, and also as a means of training. Programmed instruction was one of the most popular techniques used for training during this period. Organization Development (OD) gained acceptance during the 1960s and became the most talked about training techniques or practice in 1970s. The 80s popularized Quality Circle (QC) movements. In this period emphasis was on quality through training. The 90s saw growth in the use of computers for training, and behavior modeling for management skills training. More emphasis was

on career development of employees during this period. Late 1980s and 1990s witnessed rapid growth in Information Technology (IT and Business Process Outsourcing (BPO)). This growth modified training activities. It enlarged training avenues and the ways and means of training. The following tables (Margaret, et. al., 2004) explore the evolution of ideas, of training practices, of employer interest, and of national interventions. Approaches to HRD begin with bureaucracy and instruction, and range 23 through human relations and formal courses, national vocational qualifications, to change management and experiential learning, learning organisation and the internet.

Importance of training and developing

It is an accepted fact that besides money, materials and machines, the success of any organization depends upon the quality of its human resource. In the wake of increased competition, opening of the Indian economy, development of global village concept, people have become pivot around which successful organizations rotate. In the light of these, the training and development function in organizations gained momentum and recognized as a tool to help people to grow within the organization and retain them.

To be productive and profit making, organizations need efficient and effective workforce. To manage and maintain this workforce, organizations require skilled and knowledgeable executives. Skilled and competent executives can direct the efforts in right direction and reach the organization objectives. The impact of innovations, technological advances, market driven economy, and consumerism has forced many organizations to opt for modernization, diversification and organization restructuring. The liberalization of economy has changed the environment for our managers and workforce. The protective layer has gone, and the world is now in the age of competition not only from within but also from the technologically advanced and capital rich organizations of the developed countries.

This role ambiguity may be a major obstacle to organizational improvement, innovation and change efforts. For role clarity of executives training can do wonders by improving employee knowledge, skills and behavior; enhancing performance; increasing productivity and booming profits. It also enriches the individual in terms of increasing potential, developing competency and opportunity for career advancement. Training helps both the organization and individual to reach their respective goals.

Scope of training and developing

Training has existed from the inception of human being in different forms in the society. It is a medium to pass different skills from one generation to another. But with change in time, the magnitude of training has undergone sea change. Growth and development in technology has developed variety of methods and techniques in the way of training. These changes have added new dimensions to training and influenced the requirement of training. Training of human resource is carried out at macro and micro level. At macro

level training is necessary for generating awareness among people on social issues, educating people and spreading literacy in society for giving people an opportunity to live a better life.

Scope of training has also shifted from technical skill based to knowledge and interpersonal skill covering a wide zone ranging from manufacturing industries to service sector at micro level. The emphasis and awareness on quality of products manufactured and service provided has increased the need for training of all those involved in this process. Growing quality consciousness among customers and competition in market is forcing organizations to have quality employees to give quality products and services.

According to Kantar (1989) managerial work is undergoing such enormous and rapid change that many managers are reinventing their profession. Whereas, Mintzberg (1975) said managers serve three primary roles, they are interpersonal, informational and decision making. To perform these roles managers need to develop their skills. Katz and Kahn (1970) categories skills for managers into three types, they are technical skills, human skills and conceptual skills. Technical skills enable manager to use effectively techniques, methods, processes, and equipment in performing specific jobs. Technical skills are most important for operating managers and those at lower level for supervising their subordinates.

Concept of Training and Developing

Before discussing the concept in detail it is pertinent to present the training wheel developed by Frances and Roland Bee (1994) which is self-explanatory: Human resource development in the organizational context is a process by which the employees of an organization are helped, in a continuous, planned way, to:

- Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles;
- Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organizational development purposes; and
- Develop an organizational culture in which supervisor-subordinate relationships, team work, and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees
- To achieve these goals, TD System/HRD System may include the following process mechanisms or subsystems (Rao, 1991):
 - Performance appraisal
 - Potential appraisal and development.
 - Feedback and performance coaching.
 - Career planning.
 - Training.
 - Organization development (OD) or research and systems development.
 - Rewards.
 - Employee welfare and quality of work life.
 - Human resources information.

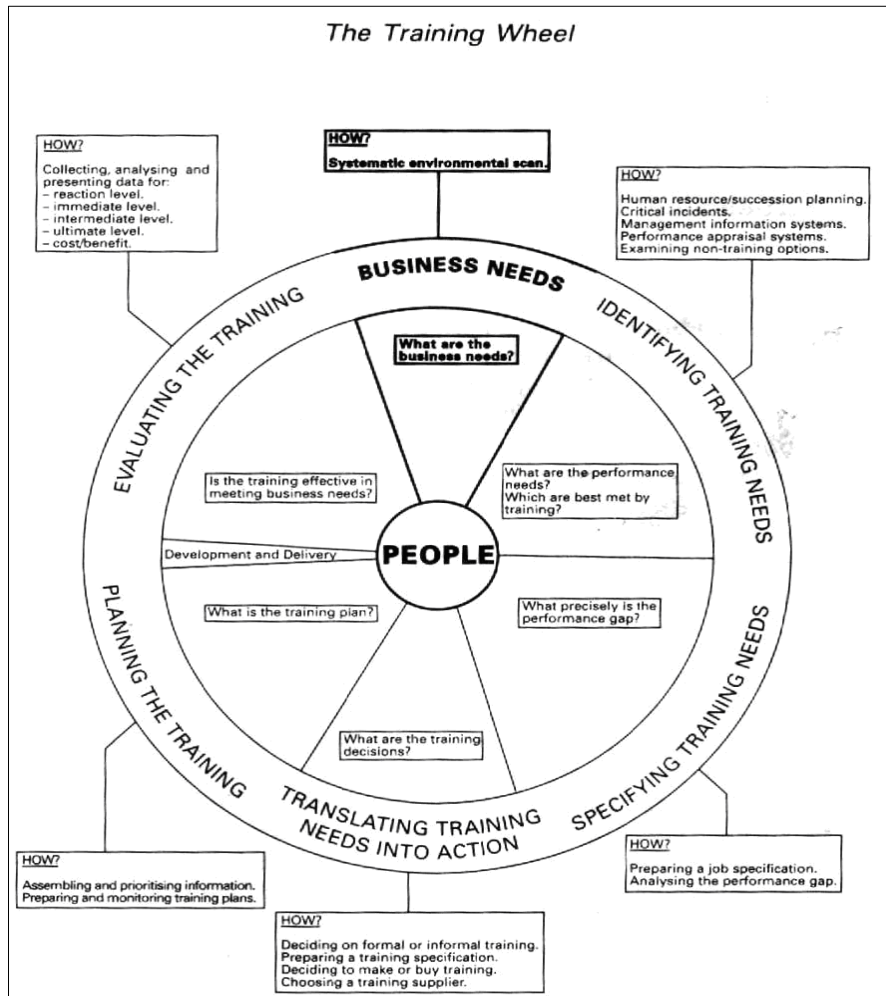


Fig 1

Importance of training in HRD

Training is the essence of human resource development. Rao (1991) explains it as a process that deals with creating conditions that enable people to get the best out of themselves and their lives. Development is a never-ending process. As people develop themselves and their direction, new problems and issues arise requiring them to develop new competencies to meet the changing requirements, aspirations and problems. At the organization level the goal of HRD is normally to have competent and motivated people to ensure higher level of productivity, profitability and growth of the organization. Organization directs their HRD efforts towards the development of competencies, culture and commitment among employees individually or in groups. Without competent and committed employees organization can achieve very little even if they have excellent technological and other resource bases.

Three different areas. Firstly, relates to ones attitudes such as ones motivational, emotional or intellectual make-up and is likely to enhance the effectiveness of an individual to a variety of external stimuli. Secondly, the skills of the individual especially the intellectual and inter-personal abilities undergo a change. Thirdly, the knowledge and in particular the extent of information also changes. All these changes are capable of enhancing the effectiveness of the individual as a manager.

Objectives of Training and Development

Many experts have suggested different objectives for training

of managers. But all of them agree on the following points. The common objectives of are:

1. To improve the job performance of managers currently in post.
2. To provide adequate 'cover' in the event of unexpected short-term changes such as deaths, transfers, resignations or any other unanticipated developments.
3. To raise the general level of management thinking and understanding in all branches and at all levels in the organization.
4. To provide supply of managerial talent which will fulfill the anticipated needs of the future development of the organization in terms of environmental change and growth.
5. To extend the frontiers of knowledge in the understanding of the management function.
6. To increase the morale of the members of the management group.
7. To improve thought process and analytical ability.
8. To broaden the outlook of the executive regarding his role/position and responsibilities.

Process of training and development

Training and management development activity has to be properly planned and the first priority for anyone designing training programs is to figure out how the proposed training enhances an organizations ability to deliver quality and thereby stay in business. According to Richard D. Miller (1969) assessment of training needs, objectives setting,

design implementation and evaluation are various phases in the process of training.

For every training strategy, main focus is on people and the difference training brings in terms of more effective behavior and performance. Lynton and Pareek (2000) in their training model for development have discussed training process. According to them the training process is divided into three

phases: pre-training, training and post training. The pre-training analyzes the need of training and accordingly designs and develops training program. The training phase consists of conducting the training program or bringing the designed and developed training program into practice. Finally the post training phase starts when the training phase concludes. It deals with the transfer of training to the job.

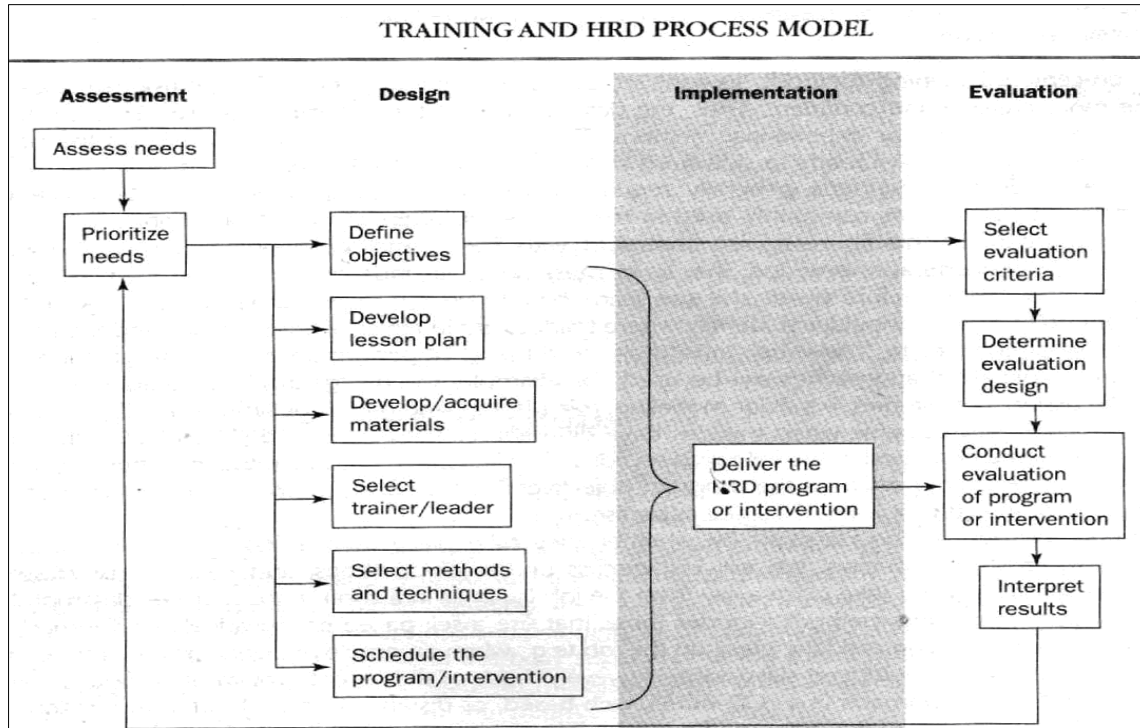


Fig 2

Design of training

Once the need of training has been analyzed, designing phase starts with carefully crafting of training objectives. These form the goals of the training design and shape its content.

1. Training objective

Objectives are statements of the specific outcome to be achieved by training. Training objective has been defined by Taylor (1967) as a change in the behavior of the learner. Need assessment helps to identify or select what tasks, procedures, concepts and principle need to be learned. These would then become the training objectives guiding the development of a program

2. Training deliverables

Training deliverable may be defined as any end product of an instructional design process. These training deliverables such as course, workshop or seminar may further be sub-divided into workbooks, manuals, lesson plans overheads, audio-visuals, tests and teaching aids.

3. Training techniques/methods

There are different training methods to direct the growth of learners in terms of knowledge, skills and attitude enabling them to perform their jobs efficiently and effectively. During a training program variety of training techniques are used in combination. Choice of training techniques depends on the following: Learning objectives, Size of the target population, Learning styles and interest of learner, Course contents and duration of training program, and Training interest and capacity

4. Coaching

In coaching the trainee is placed under a particular supervisor who acts as an instructor and teaches job knowledge and skills to the trainee

5. Job rotation

The transferring of executives from job to job and from department to department in a systematic manner is called Job Rotation. It develops required diversified skills and a broader outlook important at the senior management lends. Also it increases interdepartmental co-operation and reduces monotony of work.

7. Case study

Cases are prepared on the basis of actual business situations that happened in various organizations. The trainees are given cases for discussing and deciding upon the case. They are asked to identify the apparent and hidden problems for which they have to suggest solutions. This exercise improves the trainees' decision - making skills by sharpening their analytical and judging abilities.

Effectiveness of training

Drucker (1966) has stated in his book 'The effective executive' that 'to be effective is the job of the executive'. Here, the effectiveness of executive refers to the success in accomplishment of desired objectives of an organization. Red din (1990) says that managerial effectiveness is the extent to which managers achieve the output requirements of their position. In this business environment influenced by

economic, technological and socio-political changes, effectiveness of management requires highly competent executives. The main factors effecting managerial effectiveness are:

1. External factors government policies laws, etc.
2. Environment work style or culture of the organization and
3. The Manager (Dharma, 1997)

Sources of potential training needs

The training needs can be categorized into two types and they are ‘Micro’ and ‘Macro’. A micro training need exists for just one person or for a very small population, whereas, the macro training need exist in a large group of employees mainly, in the entire population with the same job classification.

The Human Resource Management activities of an organization for maintaining personnel systems lead to many training needs, such as:

1. Promotions: When one person moves into a position of greater responsibility, there will a gap between the persons inventory and the knowledge and skill required to perform properly in the new position.
2. Transfers: Switching to new responsibilities may lead to temporary mismatch between what the employees can already do and what must be done to perform satisfactorily in the new placement.
3. Appraisals: This system helps by giving suggestion for improvement in one’s performance
4. Career planning programs: Helps to reveal deficiencies or areas where one lacks in current inventories.
5. Management by objectives: Statements of plans for the work helps to show the deficiencies in the person concerned.

Organisation development and training

Therefore, the organization development is the field of study that deals with creating and implementing planned change in organizations. Bennis defines organization development as a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies with training skills, markets, and challenges, and the dizzying rate of change itself.

According to Techy, Fornbrun, and Devanna (1982), there are three core issues that organization must restore in developing and implementing strategy related to organization development. The first one is technical design, it arise in relation to how the product or service will be determined, created and delivered, the second one is cultural/Ideological, which relate to the shared beliefs and values that employees need to hold for the strategy to be implemented effectively

Motivation for learning

Perhaps the most important factor in learning is motivation to learn. Experimental evidence indicates that little learning takes place in the absence 51 of motivation. What motivates one person to learn may, of course, be quite different from what motivates another. For some people, it is the interest or challenge of the task (intrinsic motivation): for others, it is the anticipated reward or punishment (extrinsic motivation, e.g., money, certification): for still others, it is the need for recognition or status. Up to a point, the stronger the motivation, the more learning takes place, but beyond a critical level, the learner becomes too anxious and tense to learn effectively (some of the energy that has been aroused is

spilling over in tension, which disturbs learning)

The system of training and development

Training and management development system refers to identifying, organizing training and resources, and providing the actual training. The training system consists of following tasks: building and maintaining support for existence and continuation of training; building training competencies and overall training capacity; developing training materials; building internal structure and process, and developing policy; strategic planning, networking training resources; facilitate transfer of training; and monitoring, evaluating, appraising and controlling performance

Pareek and Rao (1975) outlined a philosophy for the new HRD System. They outlined 14 principles to be kept in mind in designing the HRD System. These principles deal with both the purpose of HRD systems and the process of their implementation. Some of the principles are:

HRD systems should help the company increase enabling capabilities. The capabilities outlined in their report include: development of human resources in all aspects, organizational health. Improvements in problem-solving capabilities, diagnostic skills, capabilities to support all other systems in the company, etc.:

- HRD systems should help individuals recognize their potential and help them contribute their best in various organizational roles that they are expected to perform:
- HRD systems should help maximize individual autonomy through increased responsibility:
- HRD systems should facilitate decentralization through delegation and shared responsibility:
- HRD systems should facilitate participative decision-making:
- HRD systems should attempt to balance the current organizational culture along with changing the culture:
- There should be a continues review and renewal of the function.

Training budget / and schedule

Training involves two kinds of budgets: Preliminary budget and Operating budget. Preliminary budget is usually prepared at the outset along with a proposal to provide training services. Operating budget is more detailed, based on the actual working of training program. Calculation of budget we requires list of resources for training and their estimated cost. They may be divided into labor costs, which may include professional labour, contract labour, administrative labour and non- labour costs comprising of publishing & printing, Video / Audio Aids, Software, Travel and shipping, Office Supplies, and Overhead expenses. Along with this it is important to calculate an approximate contingency amount. Based on this final budget is prepared which includes actual costs based on the individual resources employed and actual days worked, based on the project schedule. The best 84 rule of thumb for estimating a training design project is past experience. According to Greer (1992), successful budgeting can be made through estimated design projects based on the volume of materials and other deliverables required for the respective training program. Scheduling is a critical skill especially for designers. The key to scheduling is to accurately predict the time it takes to complete each task and they execute with in that time. Scheduling starts with a complete list of all the phases of training project. Then within each of this phase a complete list of tasks to be performed is

developed and arranged in chronological order. Then time limit of each task is estimated and finally contingency time of 5-20 per cent is kept depending on the complexity of the project.

Training project management

It involves planning, organization, staffing, directing and controlling aspects of the training program. Its main role is to balance and synchronize, cost, time and quality with goals of training.

Design blueprints and prototypes

It is a detailed document that includes the objectives, budget, schedule, project team, proposed content and a prototype of what the finished training program will look like.

The critical element of the training blueprint includes the following: Course objectives, Prerequisites, Content outline, Presentation / Demonstration methods, Practical activities, Training deliverables, Assessment /Test description and Evaluation plan.

The Training and development in India

The present age is the age of technology revolution. This stage of development has highly influenced the work process through the development of sophisticated methods and machines. Development in the field of software and frequent use of microelectronic technology in the work process require highly skilled and quality human resource in all the fields of economic activities. The process of training in the industrial sector is highly essential in creating quality people both among the managerial and operative staff.

India has the problem of developing thousands and thousands of capable industrial managers in the organizations for achieving the goals of industrial development. India needs capable managers and administrators as much as it needs foreign exchange. Long apprenticeships training in junior management positions do not provide a feasible solution to the problem of providing adequate managerial talent. The appointment of University-educated young men to family firms will not automatically supply creative and self-reliant managers who can assume posts of responsibility in expanding public and private enterprises. The economist's notions about rates of capital accumulation are only statistical concepts unless there are managerial resources for obtaining the economic growth. There is hardly any experienced manager from whom more skill and effort will not be expected during the coming years of crisis.

The twelfth Plan aims at launching a National Skill Development Mission which will bring about a paradigm change in handling of 'training and skill development' programs and initiatives.

The quantitative dimension of the training and development challenge can be estimated by the following:

- 80% of new entrants to workforce have no opportunity for skill training. Against 12.8 million per annum new entrants to the workforce the existing training capacity is 3.1 million per annum.
- About 2% of existing workforce has skill training against 96% in Korea, 75% in Germany, 80% in Japan, and 68% in the United Kingdom.

To meet to this growing demand of steel and the need of the customer both at national and international standards in time and at competitive rates, steel industry shall be managed and

operated by experienced and highly trained managers and workforce.

Conclusion

The concept and definition of training and development. Further it discussed the importance of training, its role in development of organization. The earlier literature developed by different authors, the researchers, scholars etc., which are related to the current study. The purpose of this learning material is to explain to the reader issues and concepts that should be understood in order to think constructively about the application of the psychology of training to real work issues. It is not presented as a literature review you will need to read further for that information². Instead, the material has been written in an informal way to explain key principles and concepts and how they relate to each other in dealing with applied training issues. It does not deal in detail with the research literature underpinning these ideas. This is left for you to examine using the Readings provided as a starting point to exploring wider literature. This learning material offers one perspective with a view to providing a coordinated story, but there are other perspectives in occupational psychology that you will encounter in a professional capacity and which you must try to accommodate.

References

1. Bennis Warren G. Organization Development: Its Nature, Origin and Prospects, Addison - Wesley, 1969, 2.
2. Caldwell Storey. The HR Function Integration or Fragmentation, 2007.
3. Campbell, JP. 'Personnel Training and Development', Annual Review of Psychology. 1971; 22:1.
4. Campbell JP, Campbell RJ, 'Productivity in Organisations New Perspectives from industrial and Organizational Psychology', Jossey Bass. San Francisco, 1988.
5. Charles Babbage, 'Science and Reform: Selected Works of Charles Babbage', Cambridge University Press.
6. Clark RE. Training Design. Atlantic Training, Los Angeles, CA, 1995.
7. Craig L, Bittle LR. (Ed.) 'Training and Development Handbook', McGraw-Hill, New York, 1969, 363.
8. David McGuire, Kenneth Molberg Jorgensen. Human Resource development, theory & practice, Sage Publications, New Delhi, 2011.
9. Drucker P. People and Performance: The Best of Peter Drucker on Management', Allied Publishers Limited, New Delhi, 1977.
10. Dubois D. Competency Based Performance Improvement A Strategy for Organizational Change', HRD Press. Amherst, 1993.
11. Dunnette MD, Hough LM. (Eds). 'Handbook of Industrial and Organisational Psychology: Consulting Psychologists Press', Palo Alto, 1991.
12. Easterby-Smith. Evaluation of Management education, Training and development', Alder: Gower, 1986.
13. Ford. Donal J. Bottom Line Training Prentice Hall', New Delhi, 1999, 108.