

**Lesson No. 1**

**TRAINING PROCESS – AN OVERVIEW; ROLE,  
RESPONSIBILITIES AND CHALLENGES TO TRAINING  
MANAGER**

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**1.0 Objective**

After reading this lesson, you will be able to:

- Define training
- Understand the need and rationale of training
- Appreciate the benefits of training to the employees and the organization
- Know the role of the trainers in the rapidly changing economy

## **1.1 Introduction**

In the knowledge driven world of today, the pace of change is so fast that it even defies Moor's law. Even to stay at the same place, the organizations have to run fast. Strategic advantage to the organizations comes only from the core competences, which are developed by the individuals working in it. Such levels of excellence can be achieved only by investing in people. Investment must not confine to compensation only, but must entail the inputs aimed at updating the skills of the employees. Training is one such potion to cure the organizations of the sluggishness, which may creep in because of the organizational inertia.

Largely, personnel department has been associated with procuring and hiring the human resources. But, after the newly appointed employees join the organization, it is necessary to impart training to them in order to make them competent for the jobs that they are supposed to handle. In modern industrial environment, the need for training of employees is widely recognized to keep the employees in touch with the new technological developments. Every company must have a systematic training programme for the growth and development of its employees. It may be noted that term 'training' is used in regard to teaching of specific skills, whereas the term 'development' denotes overall development of personality of the employees. This chapter studies the various methods of training and development, which are used by various organizations, particularly those engaged in the business and industrial activities.

## 1.2 Need and Rationale of Training

Training is important, not only from the point of view of the organization, but also for the employees. It gives them greater job security and an opportunity for career advancement. A skill acquired through training is an asset for the organization and the employee. The benefits of training stay for a very long time. Training can become obsolete only when there is a complete elimination of the desired for that skill and knowledge, which may happen because of the technological changes. In general terms, the need for training can arise because of the following reasons:

### *(i) Changing Technology.*

Technology is changing at a fast pace. Be it any industry, technological changes are changing the way in which operations were done. Newer machines are being used for automation of the processes. Computers have made the controls very easy. Advances in information technology have enabled greater degree of coordination between various business units, spread far across the globe.

In order to keep themselves abreast with the changes, the employees must learn new techniques to make use of advances in the technology. Training needs to be treated as a continuous process to update the employees in new methods and procedures.

### *(ii) Demanding Customers.*

As the free markets become stronger, customers are becoming more and more demanding. They are much more informed about the products. They have many sources of

information. Intensified competition forces the organizations to provide better and better products and services to them. Added to the customer conscious, their requirements keep on changing. In order to satisfy the customers and to provide best of the quality of products and services, the skills of those producing them need to be continuously improved through training.

*(iii) Thrust on Productivity.*

In the competitive times, organizations cannot afford the extravaganza of lethargy. They have to be productive in order to survive and grow. Continuous improvement of the employees' skills is an essential requirement for maintaining high standards of productivity. Productivity in the present times stems from knowledge, which has to be relearned continuously.

*(iv) Improved motivation.*

Training is a source of motivation for the employees as well. They find themselves more updated while facing the challenging situations at job. Such skill development contributes to their career development as well. Motivated employees have lesser turnover, providing an organization with a stable work force, which has several advantages in the long run.

*(v) Accuracy of output*

Trained workers handle their job better. They run their machines safely. They achieve greater accuracy in whatever job they do. This reduces accidents in the organizations. Adherence to accuracy infuses high standards of quality in

the products and services, thus giving them a competitive edge in the difficult times. Quality reduces wastages and ensures better customer satisfaction.

(vi) *Better Management.*

Training can be used as an effective tool of planning and control. It develops skills of the workers for future and also prepares them for promotion. It helps them in reducing the costs of supervision, wastages and industrial accidents. It also helps increase productivity and quality.

### **1.3 Definition of Training**

Training is often looked upon as an organized activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training programme.

There are several textbook definitions of training, but the one by Edwin B Flippo is generally well accepted. According to Flippo, "*Training is the act of increasing the knowledge and skills of an employee for doing a particular job*".

Training involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behaviour of those trained and to enable them to do their jobs better. Training makes newly appointed employees fully productive in lesser time. Training is equally necessary for the old employees whenever new machines

and equipment are introduced and/or there is a change in the techniques of doing the things.

Training is a continuous process and does not stop anywhere. The top management should ensure that any training programme should attempt to bring about positive changes in the knowledge, skills, and attitudes of the employees.

### **What Does Training Include?**

Udai Pareek has observed that there are three elements of training – purpose, place and time. Training without a purpose is useless because nothing would be achieved out of it. The purpose must be identified carefully and now there are a large number of techniques, to be discussed in subsequent lessons, available for establishing training needs. After having identified the purpose of a training programme, its place must be decided i.e. whether it has to be on the job or off the job. If off the job, where a training programme should be. Place would decide the choice of training method and also influence its effectiveness. The next element is the time. Training must be provided at the right time. A late training would provide outdated knowledge, which would be useless for the employees. The timing has also to be specified in physical terms, i.e. which month/week of the year and at what time of the day. This can have a lot of ramifications in terms of the cost of training and its ultimate efficacy in achieving the desired results.

The purpose of training is to bring about improvement in the performance of the human resources. It includes the learning of such techniques as are required for the intelligence performance of definite tasks. It also comprehends the ability to think clearly about problems arising out of the job and its

responsibilities and to exercise sound judgement in making decisions affecting the work. Lastly, it includes those mental attitudes and habits, which are covered under the general term 'morale'.

#### **1.4 Objectives of Training**

The objectives of training can vary, depending upon a large number of factors. The objectives depend on the nature of the organization where training has to be provided, the skills desired and the current skill levels. It is difficult to draw generalizations of the objectives of training; still they can be stated as under:

1. To increase the knowledge of workers in doing specific jobs.
2. To systematically impart new skills to the human resources so that they learn quickly.
3. To bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization.
4. To improve the overall performance of the organization.
5. To make the employees handle materials, machines and equipment efficiently and thus to check wastage of time and resources.
6. To reduce the number of accidents by providing safety training to employees.
7. To prepare employees for higher jobs by developing advanced skills in them.

## 1.5 Training, Development and Education

No longer do the organizations talk of training in isolation. It is usually addressed along with development. While referring to the conjugation of the two processes, Dale Yoder has observed *“The use of the terms training and development in today’s employment setting is far more appropriate than ‘training’ alone since human resources can exert their full potential only when the learning process goes far beyond simple routine”*.

Although the terms training and development are used together, they are often confused. Training means learning the basic skills and knowledge necessary for a particular job or a group of jobs. In other words, training is the act of increasing the knowledge for doing a particular job. But development refers to the growth of an individual in all respects. An organization works for the development of its executives or potential executives in order to enable them to be more effective in performing the various functions of management. An executive development programme aims at increasing the capacities of the individuals to achieve the desired objectives. Executive capacities imply his personal abilities and potentials. Desired objectives imply consideration for the goals of the organization and individuals. Increasing the capacities implies that change must, occur in the executive and through him in his subordinates. The distinction between training and development is shown in Table 1.1.



### Exhibit 1.1 Training vs. Development

Training	Development
1. Training means learning skills and knowledge for doing a particular job and increases skills required for a job.	1. Development refers to the growth of an employee in all respects. It is more concerned with shaping the attitudes.
2. Training generally imparts specific skills to the employees.	2. Development is more general in nature and aims at overall growth of the executives.
3. Training is concerned with maintaining and improving current job performance. Thus, it has a <i>short-term perspective</i> .	3. Development builds up competences for future performance and has a long-term perspective.
4. Training is job centered in nature.	4. Development is career-centered in nature.
5. The role of trainer or supervisor is very important in training.	5. All development is 'self-development' and the executive has to be internally motivated for the same.

Training is also different from education in the following respects:

- Training it is concerned with increasing knowledge and skills in doing a particular job. The major burden of training falls upon the employer. But education is

broader in scope. Its purpose is not confined to developing the individuals, but it is concerned with increasing general knowledge and understanding of total environment.

- Education generally refers to the formal learning in a school or a college, whereas training is vocation oriented and is generally imparted at the work place.
- Training usually has mere immediate utilitarian purpose than education.

At times, both training and education occur at the same time. Some schools run formal vocational courses, which can be job-oriented whereas some employee development programmes in industry have quite a wide scope and may be viewed education.

## **1.6 Significance of Training**

Fostered by technological advances, training is essential for any human resource development exercise in organizations in the rapidly changing times of today. It is an essential, useful and productive activity for all human resources working in an organization, irrespective of the job positions that they hold. It benefits both employers and the employees, as will be discussed later.

The basic purpose of training is to develop skills and efficiency. Every organization has to introduce systematic training programmes for its employees. This is because trained personnel are like valuable assets of an organization, who are responsible for its progress and stability. Training is important as it constitutes a vital part of managerial control.

Most progressive organizations view expenditure on training as a profitable investment. Large organizations hire a large number of persons every year, who might not know how to perform their jobs. There are also certain types of jobs where no one can afford an untrained person. For instance, nobody would dream of allowing an untrained individual to work as a pilot or operate a lathe. Such raw hand persons must be trained properly so that they may contribute to the growth and well being of the organization.

The responsibility for imparting training to the employees rests with the employer. If there is no formal training programme in an organization, the workers will try to train themselves by trial and error or by observing others. But this process will take a lot of time, lead to many losses by way of errors and will ultimately result in higher costs of training. The workers may not be able to learn the best operative methods on their own.

The following discussion highlights some of the potential benefits of training to the employees and the employers.

### **1.7 Benefits of Training to Employers**

The employers invest in training because they reap several benefits out of the exercise, which can be summed up as under:

*(i) Faster learning of new skills*

Training helps the employers to reduce the learning time of their employees and achieve higher standards of performance. The employees need not waste time in learning by observing others. If a formal training programme exists in the organization, the qualified instructors will help the new

employees to acquire the skills and knowledge to do particular jobs quickly.

*(ii) Increased productivity*

Training increases the skill of the new employee in while performing a particular job. An increased skill level usually helps in increasing both quantity and quality of output. Training can be of great help even to the existing employees. It helps them to increase their level of performance on their present job assignments and prepares them for future assignments.

*(iii) Standardization of procedures*

Training can help the standardization of operating procedures, which can be learnt by the employees. Standardization of work procedures makes high levels of performance rule rather than exception. Employees work intelligently and make fewer mistakes when they possess the required know-how and skills.

*(iv) Lesser need for supervision.*

As a generalization, it can be stated safely that trained employees need lesser supervision. Training does not eliminate the need for supervision, but it reduces the need for detailed and constant supervision. A well-trained employee can be self-reliant in his/her work because s/he knows what to do and how to do. Under such situations, close supervision might not be required.

*(v) Economy of operations.*

Trained personnel will be able to make better and economical use of the materials and the equipment and reduce wastage. Also, the trained employees reduce the rate of accidents and

damage to machinery and equipment. Such reductions can contribute to increased cost savings and overall economy of operations.

*(vi) Higher morale.*

The morale of employees is increased if they are given proper training. A good training programme moulds employees' attitudes towards organizational activities and generates better cooperation and greater loyalty. With the help of training, dissatisfactions, complaints, absenteeism and turnover can also be reduced among the employees. Thus, training helps in building an efficient and co-operative work force.

*(vii) Managerial Development*

The top management can identify the talent, who can be groomed for handling positions of responsibility in the organizations. Newer talent increases the productivity of the organizations. By providing opportunity for self-development, employees put in their best effort to contribute to the growth of the organization.

## **1.8 Benefits of Training to Employees**

The employees are the ultimate link in an any organization, who carry out the operations. Training can help them in several ways, as mentioned below:

*(i) Increasing Confidence.*

Training creates a feeling of confidence in the minds of employees, who feel comfortable while handling newer challenges. It gives a feeling of safety and security to them at the work place.

*(ii) New Skills.*

Training develops skills, which serves as a valuable personal asset of a worker. It remains permanently with the worker himself.

*(iii) Career advancement.*

The managers can develop their skills to take up higher challenges and work in newer job dimensions. Such an exercise leads to the career development of the employees, who can move up the corporate hierarchy faster.

*(iv) Higher Earnings.*

Higher earnings are a consequence of career development. A highly trained employee can command high salary in the job market and feel more contented.

*(v) Resilience to change*

In the fast changing times of today, training develops adaptability among workers. The employees feel motivated to work under newer circumstances and they do not feel threatened or resist any change. Such adaptability is essential for survival and growth of an organization in the present times.

*(vi) Increased Safety.*

Trained workers handle the machines safely. They also know the use of various safety devices in the factory, thus, they are less prone to accidents.

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

## **1.9 Changing Facets of Training**

The present time of rapid change has its influence on training also. Lynton and Pareek have identified the following salient changes, that have occurred in training in last thirty years:

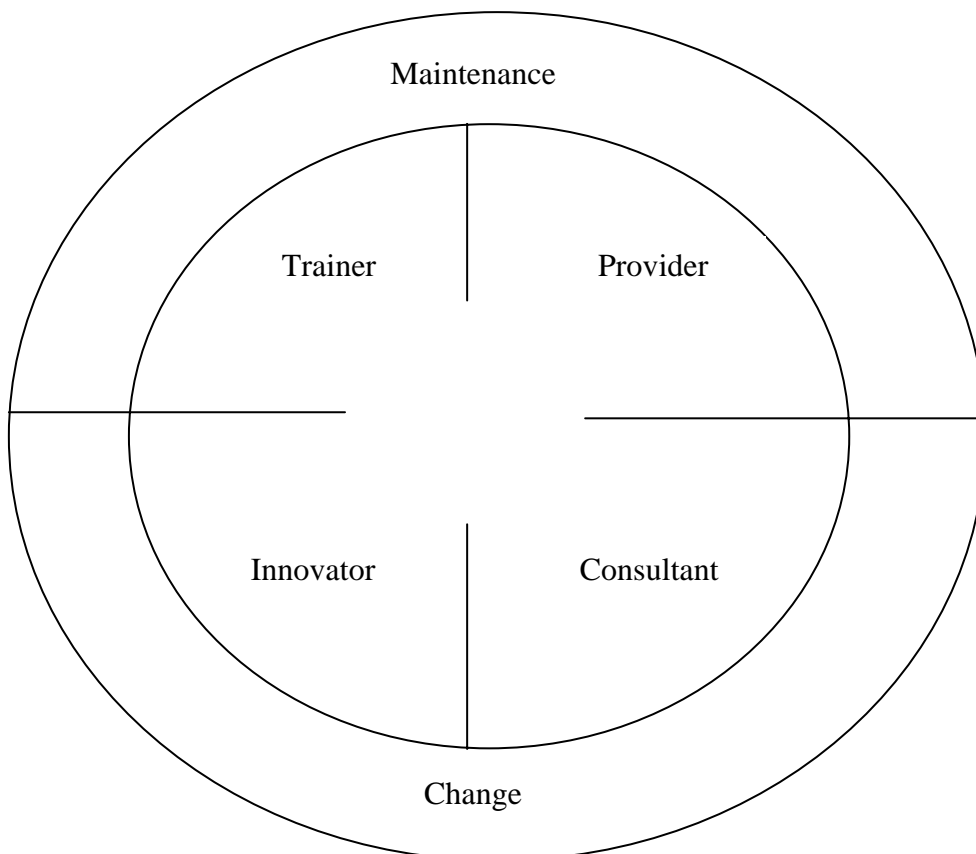
1. Training has changed from training individuals to training teams of people, comprising of members across the hierarchies.
2. Training has acquired an inter-group learning character.
3. Training is finding itself linked with the organizational development process. It is a part of a higher-end corporate relearning exercise.
4. Socio-technical systems are influencing the training processes in organizations.
5. Target audience of audience is also undergoing a compositional change. There are more number of females and people from diverse ethnic groups and castes working in the organizations. This creates diversity in the training activity as well.
6. Technologies, government and markets are undergoing a rapid change. (This issue is not being addressed to in detail here as it requires a detailed discussion, which is usually included in the paper on business environment).
7. Training extends beyond employees and includes clients, suppliers, publics as well, making a learning organization into a learning system.

The changes have to be learnt by the organizations to ensure effectiveness of training exercise. The roles, responsibilities of the trainers are undergoing changes, and are discussed hereunder.

### 1.10 Roles and Responsibilities for the Trainers

A trainer has many roles to play in order to make any training effective. Unlike in education, where the guru acted as a friend, philosopher and a guide, the relationship between a trainee and a trainer is more professional. Still, a trainer has to wear many hats. There are many classifications of a trainer's role, which can be stated as follows (Exhibit 1.1):

1. The trainer
2. The provider
3. The consultant
4. The innovator
5. The manager



**Exhibit 1.1 General trainer roles**



### *1. The trainer*

A trainer's role is primarily concerned with actual direct training. It is a role that involves the trainer in helping people to learn, providing feedback about their learning and adopting course designs to meet trainees' needs. The trainer's role may involve classroom teaching and instruction, laboratory work, small group work, supervision of individual project work and all those activities that directly influence immediate learning experiences. In effect, the trainer is a learning specialist.

### *2. The provider*

This training role relates to the design, maintenance and delivery of training programmes. It involves training-needs analysis; setting objectives; designing courses; choosing appropriate methods; testing out and evaluating courses or training activities; and helping trainers to deliver the training.

### *3. The consultant*

As a consultant, a trainer is primarily concerned with analyzing business problems and assessing/recommending solutions, some of which may require training. It may involve some elements of the provider role but specifically concentrates on liaising with line managers; identifying their performance problems; advising on possible training solutions (where appropriate); working with providers and/or trainers to establish training programmes; advising training managers (where the roles are separated) on training goals: and policies; and ensuring evaluation takes place and the results are used.

#### 4. *The innovator*

As an innovator, a trainer is concerned with helping the organizations to manage the change effectively and to solve performance problems. It involves:

- Working with managers at senior/middle levels.
- Providing support and help to managers in coping with change.
- Identifying where seminars and workshops can be a useful means of educating managers for change.
- Facilitating change; identifying the real sources of power in the organization and linking with these to help bring about change.
- Advising the training function on how it can best help in the change process.

In Organization Development terms, such a role might be called 'change agent', 'catalyst', or 'interventionist'. The role frequently overlaps with that of the consultant.

#### 5. *The manager*

A manager's role in training is primarily concerned with planning, organizing, controlling and developing the training and development activity or function. It involves the following functions:

- Setting training goals, policies and plans.

- Liaising with other departments and with senior managers about the contribution training can and should make to improving performance.
- Ensuring that appropriate training activities are designed, developed, delivered and evaluated.
- Acquiring and developing training staff; establishing effective lines of authority and communication within the training function.
- Acquiring and effectively using non-staff resources.
- Monitoring quality standards and controlling activities against a total training plan.

Some provider roles may contain elements of the manager role in small organizations or in situations where providers have several training programmes to deliver.

### **1.11 Summary**

It has been shown in the earlier discussion that two of these roles (trainer and provider) are concerned mainly with maintaining levels of performance. Another two (consultant and innovator) are more concerned with training for change. The fifth (the manager) is concerned with integrating the activities and behaviors of the other roles but might also include aspects of these other roles. Thus, these roles are not distinct sets of activities, behaviors and responsibilities. Each of them has a clear focus but do relate to each other, as already indicated in the descriptions given above. The manager's role has a strong link with all others, by virtue of

its very nature. Trainer and provider roles are more concerned with maintenance activities, while those of consultant and innovator are (often) involved with change and problem solving.

### **1.12 Key Words**

#### *Training*

Training is the act of increasing the knowledge and skills of an employee for doing a particular job.

#### *Development*

Development refers to the growth of an individual in all respects. An organization works for the development of its executives or potential executives in order to enable them to be more effective in performing the various functions of management.

#### *Education*

Education is formal learning and is concerned with increasing general knowledge and understanding of total environment.

### **1.13 Self Assessment Questions**

1. Define training. Why is it important for the individuals as well as the organizations?
2. “In the rapidly changing world, training is an important strategic tool for knowledge based industries.” Comment.
3. Briefly explain the newer challenges confronting the training managers of today.

4. Differentiate between training and development and training and education.
5. Discuss various roles of a trainer in the present.

#### **1.14 References/ Suggested Reading**

1. Training for Organizational Transformation, Part-2 (2000), Roy P. Lynton & Udai Pareek, Sage Publication, N.D.
2. Udai Pareek (1997) Training Instruments for HRD, Tata McGraw Hill, New Delhi.
3. Management Development and Training Handbook, (1975), Ed. by B. Tayler & G.L. Lippit, McGraw Hill.

**Lesson No. 2**  
**ORGANIZATION AND MANAGEMENT OF**  
**TRAINING FUNCTION**

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**Structure**

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Designing A Training Programme
  - 2.2.1. Identification Of Training Needs
  - 2.2.2. Training Objectives
- 2.3. Organizational Set-Up For Training
- 2.4 External Organization
- 2.5 Training Operations
- 2.6 Evaluation Of Training.
- 2.7 Training Effectiveness
- 2.8 Essentials Of Good Training
- 2.9 Conclusion

**2.0 Objective**

After reading this lesson, you shall be able to

- Understand the process of management of training.
- Know how a training programme is organized
- Identify the training needs
- Appreciate the essentials of a good training programme.

**2.1 Introduction**

After having understood the importance of any training programme, the next important question for the management lies on conducting the same. Training is an abstract kind of managerial function, whose advantages are not evident

immediately. So, the management has to plan it very carefully. Training is an important managerial function and involves all the steps that are the characteristic of other managerial functions. Some of the critical questions regarding training activity before the management are:

- Whether training should be undertaken at all?
- What objectives is the training activity likely to satisfy?
- Who should impart the training?
- Do we need a separate department for imparting training to the managers?
- How training should be imparted to the trainees?
- How should the results of training be measured?

The above questions point to the usual activity related to the design and management of training programme. This lesson shall not seek answers to all these questions, but shall discuss the organization and management of training activity in more detail.

## **2.2 Designing a Training Programme**

Some of the typical steps in designing a training programme are:

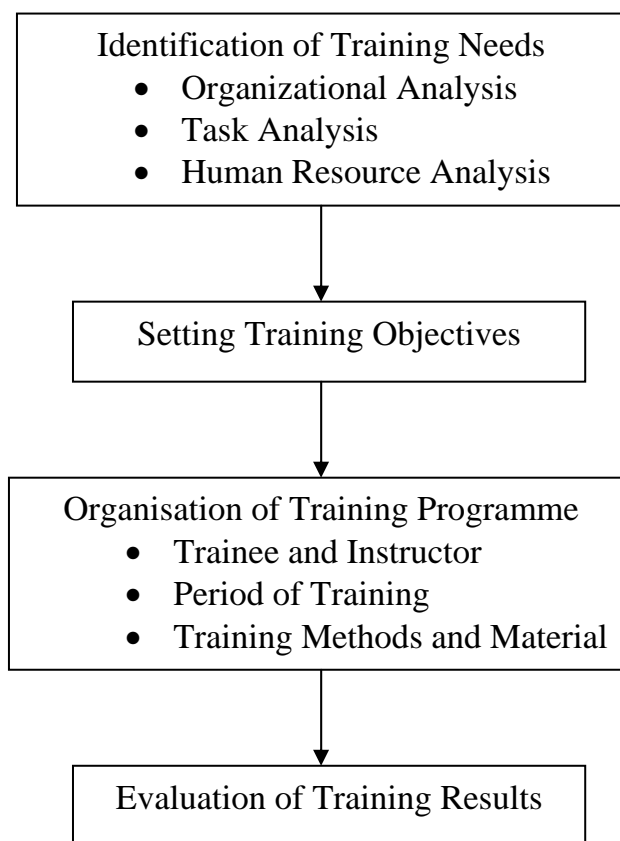
- (i) Identification of training needs.
- (ii) Setting training objectives.
- (iii) Organizational set-up for training
- (iv) Training operations.
- (v) Evaluation of training.

These steps can be shown in the form of exhibit 2.1.

### 2.2.1. Identification of Training Needs

The present time is the age of change. In all the spheres of organizational activity, there is a very rapid change. Technology has become the most important harbinger of the change process. In order to remain competitive, people have to learn newer skills and keep themselves updated. This calls for a constant training.

The process of change has influenced even the process of training itself. Earlier the people were acquiring training through apprenticeship and vocational courses, which are not sufficient in the modern era of industrialization. It is



**Exhibit 2.1 Design of a Training Programme.**



necessary to identify the training needs because of the following reasons:

- (a) Adoption of new techniques in an organization and introduction of modern working methods. For example, Computerization of the office as has been done in banks, railways etc. The staff needs to be trained to handle the newer gadgets.
- (b) Although it is often said that workforce is cheap in India, but they do not measure upto the global standards in terms of productivity. Poor performance by the workers as reflected by low output, lack of initiative, incompetence, and bad decisions. This requires their systematic training.
- (c) Wide gaps exist between what workers should be doing and what they are doing.
- (d) Analysis of the strengths and weaknesses of an organization may pinpoint the areas of weaknesses, which need to be handled seriously.

Training needs can be identified from an organization's human resource plan. While preparing plans, the current skills with expected needs for future should be kept in mind and the deficiencies be highlighted. Some organizations prepare 'skills-inventories' classifying employees according to their qualifications, technical knowledge, experience and various skills. The gaps between the existing and required levels of knowledge, skills, performance and attitudes should be specified. The problem areas that can be resolved through training should also be identified.

Training needs can be identified through the following types of analysis:

- (i) Organizational analysis

- (a) Analysis of objectives
  - (b) Resource utilization analysis
  - (c) Climate analysis
- (ii) Task analysis
  - (iii) Manpower or Human Resource Analysis:
    - (i) *Organizational Analysis.*

Organizational analysis is basically a systematic study of an organization's objectives, resources, resource allocation and utilization, growth potential and its environment. Its purpose is to determine where training emphasis should be placed in the organization for increasing organizational effectiveness. Organizational analysis involves the following elements:

(a) Analysis of Objectives.

The long-term and short-term objectives and their relative priorities should be properly analyzed. Specific goals for various departments should be stated which will serve as means for achieving the overall organizational objectives. The management would have to examine what are the specific training inputs that would contribute towards the achievements of these objectives.

(b) Resource Utilization Analysis.

The allocation of human and physical resources and their efficient utilization in meeting the operational targets should be analyzed. In order to examine the need for training, it should be found out whether adequate number of personnel are available to ensure the fulfillment of the goals or not. Also, it is important to know whether the personnel performance is upto the required standards.

(c) Climate Analysis.

An organization's climate reflects the attitudes of its members with regards to trust, loyalty, openness, commitment to organizational goals. Analysis of an organization's climate determines whether the environment, when analyzed in different departments is conducive to the fulfillment of their goals. This will help in knowing areas where training is needed to improve the climate of the organization.

(ii) *Task Analysis.*

It is a systematic analysis of jobs to identify job contents, knowledge, skills and aptitudes required to perform the job. Particular attention should be paid to the tasks to be performed, the methods to be used, the way employees learn these methods and the performance standards required of employees. Questionnaires, interviews, personnel records, observation and other methods can be used to collect information about jobs in the organization.

In task analysis, the main focus is on the job or task. Task analysis requires the study of various types of skills and training required to perform to the job effectively.

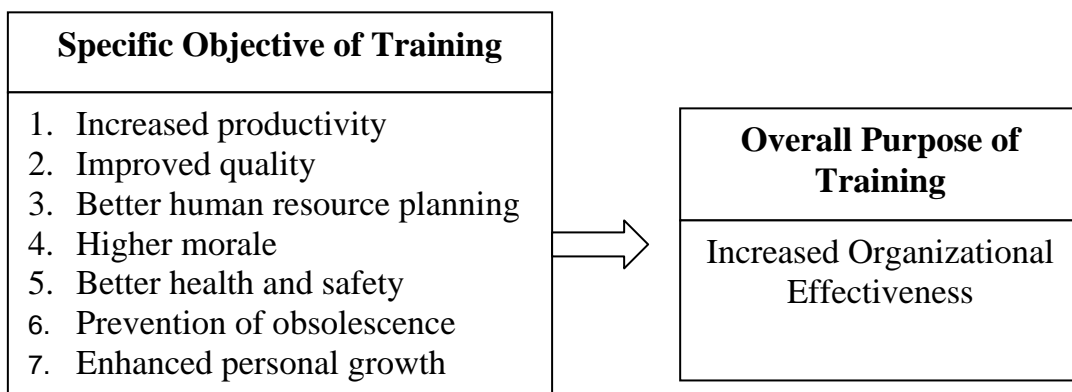
(iii) *Manpower Analysis.*

The quality of manpower required by the organisation has to be carefully analysed. It has to be done in the light of both internal and external environment of the organisation. The economic, social, technological and political environment of the organisation should be properly scanned to determine the quality of human resources desired. To achieve these quality standards, specific training needs should be determined on the following lines :

- (a) specific areas where individuals need training,
- (b) the capability of present workforce to learn new skills and behaviours,
- (c) the time frame within which training must be imparted, and
- (d) job designing and redesigning, introduction of new work methods and technology.

**2.2.2. Training Objectives**

Once the training needs are identified, the next step is to define specifically training objectives and to decide upon the methods to be adopted to achieve these objectives. The overall aim of any training programme is to increase organizational effectiveness. However, each training programme must also have specific objectives such as increased productivity, improved quality, better human resource planning, better health and safety, prevention of obsolescence and enhanced personal growth.



**Exhibit 7.2. Objectives of Training**

These objectives contribute to organizational effectiveness. The relationship between specific objectives and overall purpose of training is shown in Fig. 7.2.

### **2.3. Organizational Set-Up for Training**

Training has to be imparted by the people and in order to enable them work effectively; organization must have a structure that makes them work effectively and efficiently. However the issue of establishing a training center within a company has to be addressed from the very first question that whether is it really feasible to have a separate training center at all or not?

Advantages of having in-house training center:

In case a company decides to have its own training center, then it can reap several advantages, as mentioned below:

- (i) Training programme shall be under the direct control of the executives.
- (ii) The likeliness of a training programme to adhere to the objectives increases if it is being organized within the organization.
- (iii) If training is a regular exercise, as it is the case of software, pharmaceuticals and other companies, then it is feasible to have a separate training center. In such companies, training of staff continues throughout the year. So, the overhead expenses are reduced. Even permanent staff can be hired for management and imparting the training.
- (iv) An in-house training center ensures the privacy of training. In the competitive times of today, privacy is an important issue because the competitors can

copy the organization's efforts and offset its competitive advantage.

- (v) Constant review of training effectiveness is easy if it is being imparted within the organization.

However, there are arguments favouring outsourcing of training as well. Nowadays the facilities required for training, such as hotels, conference rooms, training facilities etc. are available very economically. The external talent can also be hired at an economical cost. The trainees also tend to pay more attention to what is being said by the external expert. Moreover, external talent means more ideas and fresh talent. The emerging scenario is that the companies where training is a regular phenomenon may have a training center, while other might outsource the same. Even those outsourcing the same may have a permanent staff to coordinate and manage the training, while the external experts might be hired for imparting training. Usually, the considerations while deciding having an in-house training center or not are:

- The support of the top management towards training.
- The amount of investment, which an organization wants to make.
- Volume of the training programme.
- Continuity of the training programme.
- Flexibility of a training programme.
- Privacy desired in a training programme.

In case a company has an in-house training center, the following issues have to be defined to achieve better effectiveness and avoid clash of responsibilities:

### *Organizational structure*

The exact position of the training department must be specified in the organizational structure of the company. Training, being a staff function has a risk of being sidelined in a large organization. Some of the typical structures of training department can be:

#### (i) As a part of the personnel department

In most companies, human resource development is entrusted upon HRD/Personnel department. In such situation, the training department would function within the authoritative control of the HRD manager. Usually, the new employees undergo an orientation/induction programme, which is organized by this department. In such department, there can be a permanent training manager, who shall plan and manage the training programmes. He shall also evaluate the training programmes and report to the HRD manager. Although rare, organization might hire some permanent faculty to provide the training. The common practice is that some core faculty might be hired, while the external experts might impart specialized training. Usually, the training imparted by this department is more generic in nature.

#### (ii) In the form of a matrix organization

The training manager might not be a specialist in all functional areas. While imparting sophisticated training, the common practice is to take a manager from the functional department. For example, if sales training was to be given to

the representatives, the sales manager might be asked to plan the same. In such a situation, he shall design the training programme and identify the faculty who shall provide the training. He might even identify the trainees who need to be trained. The training manager, who shall be under the HRD manager, shall organize the training according to the plan suggested by the sales manager. He might arrange for the hotel, training facilities and other necessary paraphernalia required for the training. In such a situation, the training activity is conducted in the form of a matrix organization, where the training manager merely becomes a facilitator of a training programme.

(iii) Training by functional heads

When training is not a very regular exercise, even the functional heads, such as marketing manager/production manager etc. might undertake the task of organizing the training programmes. They plan and organize the entire programme themselves.

*Role and Responsibility*

After the place in the organizational structure, the role and responsibility of the training department must be specified clearly. The risk of role conflict exists particularly in a matrix form of the training department. Each of the managers might see the other as infringing upon the other's authority. Such a situation is not conducive for an effective training. Shared responsibility might not fix the responsibility in case the training does not achieve the desired results.



## 2.4 External Organization

Several organizations, such as consultancy organizations, professional bodies, government departments, educational institutions etc. specialize in providing training. They contact the prospective organizations and put forth their proposals to conduct training programmes for them. The clients review their proposal and if satisfied, they might nominate their staff to participate in these events. The external organizations can organize the training programme by two modalities:

- *A training programme dedicated to an organization*

When there are a sufficient number of the participants to undergo training, the external organization might provide the training exclusively to the organization. The advantage of such an exercise is that the experts and the organization can decide the training objectives by mutual consultation. The planning and control of such a programme becomes easier. The privacy of the training programme is also better in this case.

- *A training general programme in which delegates of several organizations participate*

In this situation, the external organizations organize a seminar/workshop or a training capsule and invite delegates from several organizations to participate. The advantage of such a training programme is that the cost is low because only a limited number of the delegates of one organization might participate in the event. The intermixing with people from several organizations gives fresh ideas. The professionals develop networking, which can help them in discharging their professional duties better.

## **2.5 Training Operations**

From the operational angle, the following activities have to be undertaken to conduct a training programme.

### *(a) Selection of the Trainees.*

The proper selection of trainees is very important factor that determines permanent and gainful results. A trainee must be provided the training which he really needs. Sometimes, the employees perceive training as a paid vacation. This might lead to wastage of the entire effort. The trainee might receive the training in a subject, which he is not very likely to use. Again, the effort would be of no use. Sometimes, training is also seen as a sign of incompetence. The employees might resist the same. So, proper screening of the candidates for training improves the effectiveness of the training a programme.

While giving training to an employee, the first step is to attempt to place him at ease. It is generally seen that many people are somewhat nervous when approaching an unfamiliar task. The instructor should not forget the newness of the training programme to the trainee though he has repeated experience of this. In addition to minimize any possible apprehension, the trainer should emphasize the importance of job, its relationship to the workflow and the importance of rapid and effective learning. Thus, the trainee must be given the proper background information before he starts learning the new skills and knowledge.

### *(b) Training the trainer.*

The trainer is a key figure of any training programme. Before he is entrusted upon with the task of undertaking the training, he must be judged whether s/he him/herself is competent

enough to do the same or not. The firms might engage a qualified instructor from inside or outside the organization. However, many insiders are not good instructors because they might not possess the ability to teach the skill. Trainer needs many qualities besides theoretical competence. He must be able to divide the job into logical parts so that he may take up one part at a time without losing his perspective of the whole. He must be tolerant and patient. He must be able to appreciate the value of training job in relation to the enterprise and an understanding of what the employees would go through in order to acquire the skills and knowledge as envisaged by the programme.

The trainer has to have professional expertise to fulfill his responsibility. Therefore, it is desirable that the trainer must have knowledge about the job for which he is going to instruct the trainees. He must be able to suggest solutions to the practical problems faced by the trainees.

The trainer should explain and demonstrate the operations step by step and should allow the trainees to repeat these operations. He should also encourage questions from the trainees in order to be sure that the trainees understand the job.

### *(c) Training Period.*

The duration of a training programme depends upon the skill to be acquired, the trainee's learning capacity and the training methodology used, For example, a simple orientation programme for clerks may require an hour a day over a period of one week, while a course in computer programming may be require two hours a week for 10 weeks. The use of training aids usually helps to reduce the training time. To

maintain interest and secure maximum accomplishment, no single session should last longer than two hours.

Another issue is whether the training should be given during working hours or after the working hours. If the training is given during working hours, the productivity may suffer and the organization will have to pay for this time. But if the training is arranged after the working hours, the employees may not be able to make full use of training programmes because they might be tired already. For effective training, the training manager should reconcile these situations.

*(d) Training Methods and Material.*

There are several on-the-job and off-the-job methods of training, which have been discussed in lesson no. 7. As was mentioned in that lesson, the choice of any training method depends upon the specific objectives of the training programme and several other factors.

To increase the effectiveness of training, some written material is usually desirable as a basis for instruction, review and reference. The training section may prepare the training material with the help of line supervisors to be used for different jobs. A complete outline of the whole course should be made with the main topics included under each heading. The training material should be distributed among the trainees well in advance so that they may come prepared in the lecture class and may be able to understand the subject quickly and may remove their doubts by asking questions from the instructor.

## **2.6 Evaluation of Training.**

Management of training would not be complete without proper evaluation of training. Training is a very costly and time-

consuming process. It is essential to determine its effectiveness in terms of achievement of specific training objectives. Individuals like to know how much they learnt or how well they are doing. The sooner employees know the results of a quiz or test, the sooner they can assess their progress. The sooner employees receive positive feedback from the trainer, the less time they will waste.

Self-graded tests and programmed learning kits provide the necessary feedback to a person on his progress on a particular subject. This principle does not necessarily mean frequent testing, but the more immediate the feedback on learning the more motivating it is likely to be.

Evaluation of training would provide useful information about the effectiveness of training as well as about the design of future training programmes. It will enable an organization to monitor the training programme and also to modify its future programmes of training. The evaluation of training also provides useful data on the basis of which relevance of training and its integration with other functions of human resource management can be examined.

## **2.7 Training Effectiveness**

Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme. It is influenced by the attitudes, interests, values and expectations of the trainees and the training environment. A training programme is likely to be more effective when the trainees want to learn, are involved in their jobs and have career plans. Contents of training programme, and the ability of trainers also determine training effectiveness to a certain extent.

Some of the criteria to measure training effectiveness are the trainees' reactions, their extent of learning, improvement in job behaviour, and the results at the job. Training evaluation is discussed in greater details in lesson no. 9.

## **2.8 Essentials of Good Training**

To sum up, the essentials of good training programmes can be stated as under:

- (a) Training programme should be chalked out after identifying the training needs or goals. It should have relevance to the job requirements.
- (b) It must be flexible and should make due allowance for the differences among the individuals as regards ability, aptitude, learning capacity, emotional make-up, etc.
- (c) It should prepare the trainees mentally before they are imparted any job knowledge or skill.
- (d) It must be conducted by well-qualified and experienced trainers.
- (e) An effective training programme should emphasize both theory and practice. It should help in acquiring knowledge and its practical applications.
- (f) It should have the support of the top management as it can greatly influence the quality of training.
- (g) Lastly, an effective training programme should be supported by a system of critical appraisal of the outcome of the training efforts.

## **2.9 Summary**

Training is an important managerial function and involves all the steps that are the characteristic of other managerial functions.

The typical steps in designing a training programme are the identification of training needs, setting training objectives, organizational set-up for training, training operations and evaluation of training. Training needs can be identified through the organisational, task and human resource analysis.

Organizational analysis is basically a systematic study of an organization's objectives, resources, resource allocation and utilization, growth potential and its environment. While doing the organisational analysis, the long-term and short-term objectives and their relative priorities are properly analyzed. The allocation of human and physical resources and their efficient utilization in meeting the operational targets and the organisational climate are also analyzed. An organization's climate reflects the attitudes of its members with regards to trust, loyalty, openness, commitment to organizational goals. Analysis of an organization's climate determines whether the environment, when analyzed in different departments is conducive to the fulfillment of their goals. It is a systematic analysis of jobs to identify job contents, knowledge, skills and aptitudes required to perform the job. The quality of manpower required for training can be analysed in the light of both internal and external environment of the organisation. Some of the specific objectives of Training can be to increase productivity, improve quality, better human resource planning, higher morale, better health and safety, prevention of obsolescence and enhanced personal growth.

Training has to be imparted by the people and in order to enable them work effectively; organization must have a structure that makes them work effectively and efficiently. The exact position of the training department must be specified in the organizational structure of the company. A training department can exist as a part of the personnel department or in the form of a matrix organization. Training can also be provided by functional heads of the departments. Several external organizations, such as consultancy organizations, professional bodies, government

departments, educational institutions etc., specialize in providing training and their services can also be utilized. The Training Operations include the activities such as selection of the trainees, training the trainer, specifying the training period, training methods and Material. Some of the criteria to measure training effectiveness of training are the trainees' reactions, their extent of learning, improvement in job behaviour, and the results at the job.

## **2.10 Key Words**

### *Organisational Analysis*

Organizational analysis is basically a systematic study of an organization's objectives, resources, resource allocation and utilization, growth potential and its environment.

### *Resource Utilization Analysis*

The allocation of human and physical resources and their efficient utilization in meeting the operational targets.

### *Task Analysis*

It is a systematic analysis of jobs to identify job contents, knowledge, skills and aptitudes required to perform the job.

## **2.11 Self Assessment Questions**

1. Discuss the steps required for an effective training.
2. What are various steps to identify the training needs in an organization.
3. In what conditions is it feasible for an organization to have its own in-house training department?
4. What are the salient features of training operations?



5. Discuss the essentials of a good training programme.

## **2.12 References/ Suggested Readings**

1. Rolf Lynton and Udai Pareek (2000) Training for organizational transformation, Sage Publications, New Delhi.
2. Pepper, A.D. (1986), *Managing the training and development function*, Gower.
3. Rae, L. (1986), *How to Measure Training Effectiveness*, Gower.

**Lesson No. 3****TRAINING NEEDS ASSESSMENT & ACTION RESEARCH**

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**Structure**

- 3.0 Objective
- 3.1 Introduction
- 3.2 Environmental Contexts in Training Need Identification
- 3.3 Understanding Training Needs
- 3.4 Scope of Training Needs
- 3.5 Importance of Identifying Training Needs
- 3.6 Training Needs Matrix
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**3.0 Objective**

This lesson shall familiarize you with the following:

- Environmental context in identifying training needs
- Nature, scope and importance of identifying training needs
- Methods of identifying training needs

**3.1 Introduction**

Any activity undertaken in an organization must be planned carefully, otherwise it will lead to the wastage of resources and efforts and not achieve the desired objectives. In this

lesson, the characteristics of training needs within an organization are discussed and a practical framework for their identification is suggested.

Most of the times, training in organizations takes place without people necessarily thinking of it as training. The individuals become aware of learning gaps that need filling or of opportunities for self-development through interest, curiosity, ambition or simply by having to cope. People take advantage of these opportunities or take action to fill the gaps often without, official guidance or direction. They watch others, try things out, reflect on their experience, seek (or are given) advice, or get hold of information. The development opportunities outside the work environment can cause the individuals to become aware that their skills and knowledge are in some way deficient.

Rapid advances in information technology and flexible learning facilities are increasing the learning opportunities dramatically increasing. Media has also contributes to the importance of learning.

However, they have focused more attention on what might be termed 'supply-led' learning needs, that is, needs which, although they existed before, were either not recognized as such or, if recognized, were not accorded a high- enough priority for action to be taken.

Most of the learning in organizations is achieved informally, often on the job. However, training must be a more formal process, directed towards a practical, performance-related objective. In order to be effective, it must be a deliberately planned and structured intervention into an informal day-to-day learning. Its effectiveness increases if it involves

someone else – a trainer, teacher or coach – to suggest, organize and control what they learn.

### **3.2 Environmental contexts in training need identification**

While identifying training needs, it is important to take into consideration the environmental contexts. Specifically, this would include the national and organizational contexts within which organizations are working. Training is highly influenced by the current developments in these contexts. In general, the environmental context for identifying training needs includes the following:

1. The effects of legislation and national economic policies on the organization's markets and policies. For example, if an organization wants to train its sales force, it has to apprise them of the laws relating to sales tax and consumer protection. A personnel department must be clear of the prevailing labour laws.
2. The pace of technological development and job change, which is increasing the requirement for learning needs to be quickly and continually re-identified. In the present times, technology has created a paradigm shift in the human resource management. Organizations are working across boundaries and have a diverse mix of attitudes and work environments. Training needs have to comply with these.
3. The present age of competition needs flexibility in its approach towards human resource

management. The work force of today might not have a fixed office, nor would they have any working hours. The older rules of compensation, career advancement, job security etc. are not longer true. The training needs have to accommodate this flexibility also.

4. The integrated economies of today have led to the convergence of markets and organizations. Training has to include them and these should be considered while designing any training programme.
5. There are no qualifications for a job. This flexibility allows people of diverse background skill to work in an organization. Training needs must be based on these diversities.
6. The increasing stress (sometimes in an uneasy relationship with the 'competence' developments) on continuous development, self-development and on people taking responsibility for their own learning.
7. The often rapidly changing pattern of government intervention in the control, encouragement, provision and funding of vocational education and training, and the various 'initiatives' launched by government departments.

### **3.3 Understanding Training Needs**

Generally, it is stated that a training need exists when there is a gap between the present skills and knowledge of its employees, and the skills and knowledge they require or will require for an effective performance. However, it must not be

assumed that poor performance is being caused by a lack of competence on the part of the employee. The real problem may lie elsewhere. The following case would make this clearer.

In a cafeteria where there are a lot of complaints about the attitude and manners of counter staff. These were reduced, not by increased social-skill training, but by a re-design of the counter layout, an alteration of lunch-hour overlaps and a better presentation of food to the counter. This reduced the problems that occurred, which were readily coped with by the counter staff by using the social skills they already possessed. In this situation, the extra training was unnecessary.

The simple definition of a training need can only be a starting point. As with any organizational activity, a training intervention will require resources, support and some structured activities. There may be a cadre of instructors or no-the-job trainers, an open-resources centre which people are encouraged to use, external or internal courses, or a programme of planned experience. To be of practical value and enable training decisions to be made, a training-need identification must recognize the resources implied and make a supporting case to those responsible for making decisions about resource allocations. The case has to demonstrate that the need described is directly related to operating policies, priorities, opportunities and problems and to budget constraints. Indeed, a preliminary identification may be necessary in order to justify the expense and time of a more detailed exercise. The following case would show how the trainers can be unclear about the objective of imparting a training to the employees.

At a training officer course a newly appointed training officer was presenting to her managing director the results of a thorough analysis of the whole range of training requirements at her factory. He congratulated her on the presentation of her project and then said: 'But tell me, what do you want me to start doing next Monday morning'? She had no ready reply.

Nowadays a training need identification needs to do more than describe and justify (in terms of costs and benefits) what has to be learnt. It should also identify, and make some assessment of wider made. These have to do with the characteristics and circumstances of the learners, and the opportunities and constraints present in their work environments.

### **3.4 Scope of Training Needs**

Logically, training needs must apply to individuals, at whatever level in the organization, but the scope and grouping of application varies considerably. Consequently, the scale and characteristics of the related training also varies, and so does its importance and cost. Three categories of the scope of training needs can be identified, as stated below:

*(i) At the level of all individuals*

There are some training needs, which may cover everyone in the organization. For example, where the development and survival of a business depends on a much greater willingness on the part of its managers and work-force generally to accept change, or where the whole business is moving to a new site. In the present times of disinvestments of PSUs,

computerization and corporate restructuring, many organizations undertake the exercise of imparting training to everyone in the organizations. Every individual has to relearn newer skills to work in newer environment. Example of BALCO disinvestments, computerization of SBI are some of the typical examples.

*(ii) Specific groups in an organization*

This category of training relates to specific groups of people within an organization, although it is less wide in its scope. There may be in a particular unit, department, or section; at a certain level, such as supervision; or within a particular occupation or exercising a particular function such as designated safety officers. An example is when a new information system, linking all the retail outlets of a major chain store, leads to the requirement for training in the use of on-line computer terminals for certain grades of staff in all branches. In armed forces, specific strike groups are trained for counter insurgency or anti terrorist operations. When Election Commission of India decided to use electronic voting machines, it undertook the task of training the groups who were to perform the job.

*(iii) Particular individuals in an organization*

The third category relates to particular individuals. Examples of person-specific learning needs include:

- Preparing an employee for a new job. E.g. when a person is shifted from one department to another, he needs to get trained for the newer responsibilities.



- Activities in support of career or self-development. E.g. a person getting training before getting promoted to the next position.
- Remedial training or coaching where work performance is not up to standard. E.g. an employee might need specific training or counseling to be able to perform better.
- Updating training E.g. the technology might change and the organization might have to update the training of the individuals.

### **3.5 Importance of Identifying Training Needs**

The identification of training needs is very important because of three contextual changes that occur in an organization. They are discussed as follows.

#### *(i) Job changes*

While continuing to be employed by the same organization, many managers and their staff, especially in recent years, have had to adapt to significant changes in their work or work environment, and on occasions be retrained for an entirely new kind of work. These changes have occurred as a result of new equipment, new methods, systems or procedures, computerization, reorganization and takeovers, relocation, or legislation. The changes in themselves may not be new; what is new has been the frequency and pace with which they are now taking place. In this context, what employers are requiring, to a greater degree than ever before, is a work force, which is flexible and responsive to change.

*(ii) Person changes*

Individuals changing jobs, or preparing for future changes in their work, whether in their present organization or elsewhere, are potentially in need of training. There will be a need for induction and initial training for young people commencing employment or for adults joining a new department or organization; 're-induction' and updating for women returning to work after a break; training as a preparation for transfer or promotion or as part of a longer-term career development.

*(iii) Performance deficiencies*

The emphasis placed on the need for training stimulated by technological and other changes should not eclipse the importance of identifying routine or maintenance needs. Indicators of learning needs which result from shortfalls in work performance include simple situations such as operator faults, customer complaints, the carelessness of familiarity. Reoccurrence of human errors - such as forgetting the difficult aspects of tasks, instructions and procedures, which are carried out less frequently etc. indicate that there are shortfalls in the training.

### **3.6 Training Needs Matrix**

The training-needs matrix suggested in Figure 3.1 provides a summary of why training needs occur and for whom. It may be found useful in providing a check list of needs across an organization, in presenting these and in justifying recommendations. Some of the ways by which training needs are identified are as under:

*(i) Need identification by top management*

The top management may recognize the training needs. The day-to-day events, such as operating problems, staff shortages, faults or complaints, or the inability of staff to handle new systems might indicate a problem.

Why does the need occur?	To whom does the need apply?		
	Specific individuals	Specific groups of people	The organization as a whole
Job changes, e.g. <ul style="list-style-type: none"> <li>• Technology</li> <li>• Methods</li> <li>• Systems</li> <li>• Products/services</li> <li>• Organizational changes</li> <li>• Management style/</li> <li>• Legal requirements</li> <li>• Disinvestment etc.</li> </ul>			
People changes, <ul style="list-style-type: none"> <li>• Young people starters</li> <li>• Adult starters</li> <li>• Transfers</li> <li>• Promotions</li> <li>• Career development</li> <li>• Personal development</li> </ul>			
Performance deficiencies <ul style="list-style-type: none"> <li>• Technical skills/know-how</li> <li>• People skills /know-how</li> <li>• Managerial skills /know-hw</li> </ul>			

**Figure 3.1 Training needs matrix**

Experienced managers may be adept at identifying that such problems that may need a training solution. Too often, this occurs at a late stage in a planning cycle, or where there is a crisis. Therefore, it is important for training and personnel specialists to be vigilant enough to know what is going on and to be able to spot and/or clarify the real learning need and to respond quickly and flexibly.

*(ii) Individual's self assessment*

Sometimes, individuals come to appreciate of their own deficiencies in terms of their knowledge, skill or attitude. In a supportive environment ignorance of some fact is not regarded as a sign of weakness. In such situations, the individuals themselves may state the training need. Acceptance by individuals that they have a learning gap which cannot be filled by informal learning. Such a self-assessment is an important first step in securing a positive attitude of mind towards taking part in training aimed at remedying the need.

*(iii) Systematic investigation*

Despite a careful top management and receptive individuals in an organization, not all requirements for training emerge in the ways mentioned above. Important needs have to be identified through a number of different forms of more systematic investigation. These include carrying out training audits and setting up needs-identification projects. Systematic methods, such as interviews, questionnaires, job or task analysis, assessment centers, diary-keeping, and faults analysis, are described in most books and booklets on

planned training and form an essential part of the repertoire of training staff. Used without discrimination, some of these methods can be mechanistic and time-consuming and do not always reach the root of a problem. Skill and perception in the use of the tools of systematic analysis is necessary while undertaking these exercises.

*(iv) Structured assessment*

Training needs may also be identified in a structured way by making sure that the consideration of training implications is built into an organization's policies, systems and procedures. These include the processes for deciding about and implementing objectives or introducing changes, and, of increasing importance, staff appraisal systems. The latter have a crucial role to play in securing that an individual owns his or her learning needs, and has a chance of contributing to their recognition.

*(v) Peer review*

Another method of achieving recognition and acceptance of learning gaps is to involve people in a review of current work practices. In such exercises, identifying training needs is a 'hidden agenda' item. This can be particularly effective when the individuals concerned are critical of the present arrangements and feel that management will take their opinions seriously.

### **3.7 Components of Training Needs Statement**

A statement of needs should aim the following points:

- Achieving the commitment of resources, by demonstrating that such a commitment is warranted.

- Enable informed decisions to be made about the kind of resources and where they should be focused.
- Provide information that enables a relevant and effective provision of learning resources to be planned.

Some of the most important features that personnel and training specialists should consider in meeting these aims are:

*(i) Target audience and training needs*

This has already been discussed in the training matrix.

*(ii) Objectives of training*

The overall objectives to be met out of a training programme and the performance requirements should be clear. Rest of the training strategy would depend on the clarity of the objectives to be achieved.

*(iii) Justification of training*

Operational justification, priority and urgency of training should be considered. Priorities can rarely be neatly or clearly established. They may look different from different vantage points in the organization, or to managers with different interests and there can be merit in opportunism!

*(iv) Type of training needs*

It must be stated whether the training needs are once-and-for-all, recurring, or continuous and changing. It must be specified whether they require small amounts of training or more substantial, longer-term learning, or are complete areas of knowledge, skill or qualifications required.

*(v) Kind of learning required*

The nature of training whether it consists of theory or knowledge, of adaptation and development of existing expertise, of practical know-how, of a need to be exposed to new ideas or sources of information, or of changing attitudes. The training process would depend largely on these issues.

*(vi) Objectives of trainees*

The trainees must be judged for their present range of experience and knowledge, their likely motivation to learn and learning styles, their availability for training, the characteristics and circumstances of their working environment which might help or hinder learning. Training is for the trainees and their characteristics have a lot of impact on the effectiveness of the training process.

*(vii) Organization itself*

The organizational factors are also an important factor while preparing a statement of needs. Some of the organizational issues to be considered while assessing training needs are:

- Is the organization's culture hostile, neutral or supportive to training?
- What opportunities and/or constraints are there as far as traditional forms of training are concerned?
- Who currently has access to training and of what kind?
- What facilities and opportunities do or could exist at the workplace or elsewhere?
- What is the strength of the organization's commitment to vocational education programmes or continuing development?

*(viii) Kinds of training provisions*

The type of training provision can influence its effectiveness. The learning strategies are acceptable to the organization and the trainees also needs to be considered. For example, the issues such as support for informal on-the-job learning, for updating or for individual initiatives, advice and help that are available to initiate and sustain flexible individual learning etc. must be looked into.

Rosset has summarized the needs assessment process in an organization in the form of the following box (Box 3.1).

The basis of all training should be the achievement of the optimal situation from the actual situation. The actual situation is representative of the pre-training scenario in an organization. It is an indicative of a gap in the current systems. The optimal situation is the one, which is intended top be achieved out of the training. It is an outcome of the change that has been initiated by the training. In an organization, there can be several causes of training, as have been discussed earlier. The environmental contexts, the organizational issues and the attitudes and feelings of the people – both the trainees and the trainers, need to be considered while assessing the training needs in an organization. The effective solutions are a consequence of the series of activities, thus undertaken.



<i>Basis</i>
<ol style="list-style-type: none"> <li>1. The optimal situation</li> <li>2. The actual situation</li> <li>3. Causes</li> <li>4. Peoples' feelings</li> <li>5. Solutions</li> </ol>
<i>Steps</i>
<ol style="list-style-type: none"> <li>1. Select sources to be contacted</li> <li>2. Determine the stages of assessment</li> <li>3. Select and use need assessment tools</li> <li>4. Create items/questions to use in seeking information</li> <li>5. Consider critical incident analysis</li> </ol>
<i>Tools</i>
<ol style="list-style-type: none"> <li>1. Interview</li> <li>2. Documents</li> <li>3. Surveys</li> <li>4. Observations</li> <li>5. Focus groups</li> </ol>

**Box 3.1 Needs Assessment (Source Rosset, 1990)**

As shown in the box, there are several steps to needs assessment, which have been explained in the earlier discussion. Typically, these include the selection of sources to be contacted for imparting the training. The stages of assessment need to be worked out and the selection of right need-assessment tools has to be made. Typically, the tools used are the questionnaires, whose effectiveness depends on the information that they collect. In order to collect the right

kind of information, the selection of question items (i.e. framing of the questions) becomes very important. Literature can be a useful basis for item selection. However, in the organizational contexts, the opinion survey can be an effective method of item selection. The views of the people who need the training, their supervisors and the top management can provide vital clues that can help to select the right questions. Some organizations make use of critical incident analysis as well. Critical incident can be a situation, which shows the need of training. It can become a starter of any training process. Even normal reports such as increased number of customer complaints, strikes, dysfunctional conflicts etc. can be certain critical incidents, which can initiate the training process in an organization.

There are several tools available at the disposal of the trainers to identify the training needs. The most commonly used tools are the interviews, documents (containing the organization's record), surveys, observations and focus groups. The basics of these techniques have been discussed in several other chapters. Each of these has certain advantages as well as limitations and the trainer has to choose between these depending upon the specific organizational situations.

### **3.8 Summary**

Any activity undertaken in an organization must be planned carefully, otherwise it will lead to the wastage of resources and efforts and not achieve the desired objectives. While identifying training needs, it is important to take into consideration the environmental contexts. Specifically, this

would include the national and organizational contexts within which organizations are working. Training is highly influenced by the current developments such as the effects of legislation and national economic policies on the organization's markets and policies, the pace of technological development, competition, integration of economies, flexibility, increasing stress and rapidly changing patterns of government. The scope of training needs would include the three categories - at the level of all individuals, specific groups in an organization and particular individuals in an organization. The identification of training needs is very important because of three contextual changes - job changes, person changes and performance deficiencies. The training-needs matrix is a useful tool for assessing the training needs and provides a summary of why training needs occur and for whom. Some of the ways by which training needs are identified are need identification by top management, an individual's self assessment, systematic investigation structured assessment and peer review. Some of the most important features that personnel and training specialists should consider in meeting these aims are: Target audience and training needs, Objectives and Justification of training, type of training needs and kind of learning required.

Training is an important activity in the present times. However, it should not be undertaken for the sake of doing it. There is a need for proper need assessment. Researchers have proposed several steps for identifying the training needs and their use should be made by the trainer judiciously.

### **3.9 Key Words**

#### *Training Need*

A training need exists when there is a gap between the present skills and knowledge of its employees, and the skills and knowledge they require or will require for an effective performance.

#### *Training Need Matrix*

The training-needs matrix is a tool to assess the training needs. It provides a summary of why training needs occur and for whom. It may be found useful in providing a check list of needs across an organization, in presenting these and in justifying recommendations.

#### *Peer review*

This is a method of achieving recognition and acceptance of learning gaps by involving people in a review of current work practices.

### **3.10 Self Assessment Questions**

1. What are various environmental contexts that should be taken into consideration while identifying the training needs in an organization?
2. How will you differentiate in a situation where the problems occur not because of the lack of training, but because of some other reason?
3. Discuss certain bases for assessing the training needs.
4. What steps should a trainer follow for identifying the training needs?

5. What are various tools available to the trainers for assessing the training needs?

### **3.11 References/Suggested Reading**

1. Allison Rossett (1990) Need Assessment: Fore-runner to successful HRD programs, in Annual: Developing Resources, ed. JW Pfeiffer, University Associates, San Diego
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3. Edgar Schein and Warren Bennis (1965) Personal and organizational development through group methods, John Wiley & Sons, New York.

**Lesson No. 4**

**INSTRUCTIONAL OBJECTIVES AND LESSON PLANNING**

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- 4.0 Objective
- 4.1 Introduction
- 4.2 Taxonomy Of Training Objectives
  - 4.2.1 Cognitive Domain
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  - 4.2.3 Psychomotor Domain
- 4.3 Translating Instructional Objectives To Behavioural Objectives
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- 4.5 Lesson Planning
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- 4.8 Essential of A Good Lesson Plan
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- 4.10 Summary
- 4.11 Key Words
- 4.12 Self Assessment Questions
- 4.13 Suggested Reading

**4.0 Objective**

This lesson shall acquaint you with the following:

- The taxonomy of training objectives, including the cognitive, affective and psychomotor domains.
- Steps and principles of unit and lesson planning
- Basics of Herbartian steps

## **4.1 Introduction**

Planning is the first managerial function and training is no exception. In order to get the maximum efficiency and effectiveness of any training effort, it is important that the training needs are identified, as has been discussed in lesson no. 3. After having done so, proper implementation has to be done. While implementing any training plan, the operational level planning has to be done again, which entails setting instruction objectives and lesson planning, which are covered in this lesson.

## **4.2 Taxonomy of training objectives**

Educationists have classified educational objectives into three domains – cognitive, affective and psychomotor; which can be extrapolated to training as well.

### **4.2.1 Cognitive domain**

Bloom has proposed that there exists an hierarchy of cognitive skills possessed by each individual, depending upon his prior concepts and generalizations at any given time and his ability to use in the total thinking process. There are different levels of learning, corresponding with levels of maturity of concepts and generalizations. Various levels of maturity of concepts are:

- (a) Knowledge (Recall)
- (b) Comprehension
- (c) Application
- (d) Analysis
- (e) Synthesis
- (f) Evaluation

Of these, the first three deal with the trainee behaviour, which demonstrate the ability use subject matter in solution of problems without special attention to how solution is arrived at. The last three require both abilities to use concepts in problem solving and understanding of the problem solving process. The latter are more difficult and the training programmes using them are usually targeted to the top-level managers, for whom the cognitive skills are very important. Each of these concepts is further explained in the following discussion.

*a) Knowledge (Recall)*

This pertains to the capability of the trainees to recall the facts, methods, principles, rules and generalizations. However, mere recall does not indicate any skill development because it is possible that the trainees might cram the facts and not develop the capability to put the knowledge into any practice. Sometimes, the pharmaceutical companies train the medical representatives to cram the product characteristics. The MRs might not be able to give any technical solutions to the doctors, but would just repeat what has been taught to them by their trainers.

*(b) Comprehension*

This is higher level of skill wherein the trainees grasp the meaning of the material facts, concepts, principles, methods, procedures, theories etc. This learning is a step ahead of mere recall and the trainees can put their knowledge to some meaningful purpose. In general, this level of training enables the trainees to:



- translate material from one form to another
- interpret material
- extrapolate the consequences and trends on the basis of the information presented in various forms

*(c) Application*

This inculcates the capability of using the comprehended material in new and concrete solutions. For example, a trainee might be trained on sales techniques. After adequate exposure, he can handle diverse situations and manage orders even from relatively tough customers. This would enable him to take decisions and achieve the objectives, with lesser degree of superior's intervention.

*(d) Analysis*

This refers to the capability of the trainee to break the material into component parts so that the organizational structure can be easily understood. The trainee is able to identify the parts of the system, analyse their interrelations and recognize organizational principles involved. In this case, learning involves higher intellectual capabilities, requiring understanding of content and the structural form of the material. A trainee having undergone this level of sales training would be able to understand the consumer behaviour, i.e. the decision making process of the consumers and then design a response to get the situation moulded into his favour. Decision making for purchase is particularly very typical process in case of the organizational buyers where there might be several decision

makers, having diverse interrelationships. It is the analytical skill which comes handy in such situations.

*(e) Synthesis*

This is the ability to put the parts together to form a new whole. The trainees who develop this skill exhibit creative behaviour and original thinking. Top level managers who face complex situations and devise out very innovative solutions have these skills.

*(f) Evaluation*

This is the skill level required for the top level decision makers, who have to take decisions under high degree of uncertainty. The trainees who develop this skill are able to evaluate an idea, value, purpose, method or any material in relation to any criteria. The trainees develop logical reasoning and are able to make qualitative and quantitative judgment of the facts and figures.

#### **4.2.2 Affective domain**

This domain is based on internalization processes, which help to internalize a phenomenon or value. The process of internalization occurs in various stages, as explained below:

*(a) Receiving*

This refers to the trainee's willingness to attend to a particular phenomenon or a stimulus. In other words, it refers to the willingness of a trainee to take the training seriously and give

his attention to what is being talked about. The trainer is able to secure a selective part of trainee's attention.

*(b) Responding*

In this case, the trainees become responsive towards the stimuli offered by the trainer. Any form of voluntary response shows some degree of involvement, which can be both positive as well as negative. The trainees show their willingness to learn and response shows some kind of satisfaction, pleasure or enjoyment. This category includes the instructional objectives, classified as 'interests.'

*(c) Valuing*

This is concerned with the value (or worth), which a trainee attaches to a particular object or a phenomenon. It is influenced by the internalized set of values, which are expressed in a trainee's overt behaviour. The instructional objectives formed in this category are classified under attitudes or appreciations.

*(d) Organization*

This is concerned with bringing together different values, resolving the conflicts between them and building a compatible value system. Such a skill comes only when a trainee is able to conceptualize the entire system. The instructional objectives relate to the development of philosophy of life.

*(e) Characterization by value complex*

An individual develops a value system, which controls his lifestyle for a sufficiently long time. Learning outcomes in this area are consistent and stable, enable the identification of the value system. Instructional objectives classified under this category are classified as attitudes and appreciations.

### **4.2.3 Psychomotor domain**

This domain includes the physical skills, which require the coordination of muscles and mind. The process of skill development under this domain comprises of five hierarchical steps – perception, set, guided response, mechanism and complex overt response.

Perception occurs when the trainee becomes aware of the objectives. Set is the preparatory adjustment or readiness for an action or experience. The guided response is early skill development, where the emphasis is on the major sub-skills. The mechanism stage occurs when the trainee acquires some confidence and complex over response occurs when the individual can perform the act efficiently, making use of the physical skills with minimum expenditure of energy and time.

The general impression is that the psychomotor domain is usually related to operational level or the shop floor workers, who have to physically undertake certain tasks. However, even highly complex vocations such as brain surgery, aeronautical engineering, hardware design etc. can require these skills. Rather, every learning involves some kind of physical activity as well, although its intensity might vary from one situation to another.

### **4.3 Translating instructional objectives to behavioural objectives**

Training imparts some kind of learning, which manifests in a change in behaviour. The ultimate aim of setting instructional objectives, on the text mentioned above, is to get behavioural transformation. Hence, setting up of behavioural objectives is an essential and related activity of instructional planning.

Behavioural objectives include five parts:

- Who does he action? (Usually he is the trainee)
- What must be done? (Describing action)
- To what will the action be done? (Content)
- Under what conditions will the action be done?
- How well will it be done? (Criteria for success)

The setting up of behavioural objectives (i.e. the trainee's outcomes) can contribute to the training process in the following manner:

- (i) It conveys the intent and provides a direction to others.
- (ii) It guides the selection of contents, teaching methods and teaching aids.
- (iii) It can be useful while designing tests for evaluation.

The translation of instructional objectives to behavioural objectives shall be clearer from the following example, which shows the format of a sales training of medical representatives, conducted by a pharmaceutical company. The table confines to translating the behavioural objectives on the basis of the instructional objectives of the knowledge domain only. The action verb (in the last column) refers to the behavioural outcomes of the behavioural objectives. In other words, action

**Table 4.1**

**Translating instructional objectives (at cognitive domain only)  
to behavioural objectives and stating action verb**

<b>General instructional objectives</b>	<b>Behavioral objectives</b>	<b>Action Verb</b>
<b>Knowledge level</b> <ul style="list-style-type: none"> <li>• Knows terms used in pharma</li> <li>• Knows specific facts</li> <li>• Knows selling process</li> <li>• Knows basic principles</li> </ul>	<ul style="list-style-type: none"> <li>• Defines and recalls the terms</li> <li>• Recalls specific facts</li> <li>• Can recall selling process</li> </ul>	Defines, recalls and states
<b>Comprehension level</b> <ul style="list-style-type: none"> <li>• Understands terms used in pharma</li> <li>• Interprets verbal material</li> </ul>	<ul style="list-style-type: none"> <li>• Explains terms used in pharma</li> <li>• Infers from verbal materials</li> <li>• Predicts future consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Converts, defends, estimates, explains</li> </ul>
<b>Application level</b> <ul style="list-style-type: none"> <li>• Applies concepts and principles to new situations</li> <li>• Solves problems</li> </ul>	<ul style="list-style-type: none"> <li>• Uses concepts and principles under new situations</li> <li>• Solves problems using concepts and principles</li> </ul>	Changes, computes, demonstrates
<b>Analytical level</b> Analyses situations (say competitor activity)	Draws logical conclusions and relates data	Differentiates, Discriminates etc.
<b>Synthesis</b> Proposes a solution to the problem	Organizes the solution	Compiles, constructs, organizes
<b>Evaluation</b> Takes stock of the situation	Appraises the situations and takes the necessary action	Appraises

verb describes in what words shall the trainee express his behaviour after the desired objectives are achieved. On the

similar lines, the translation for affective and psychomotor domains can also be done.

#### **4.4 Unit Planning**

The next step in instruction planning is the unit planning, which can be divided into three categories:

- (i) Resource unit
- (ii) Computer-based unit
- (iii) Teaching unit

##### *(i) Resource unit*

A resource unit collects the available ideas specific to a unit of contents, which are organized and are amenable for future use. A resource unit can also be updated in future.

##### *(ii) Computer-based unit*

This is recent in origin, but has wide applications in the present times. In its general form, it can be understood as computer-based training or online learning.

##### *(iii) Teaching unit*

This is an organized collection of daily lesson plans. It suggests the order in which the topics will be taken up with relevant strategies and instructional aids. The steps for an effective teaching unit plan are:

- Decide the format
- Motivate students
- Select relevant contents
- Test prior knowledge of students
- Presentation
- Organization and summarization of learning

- Reviewing of contents
- Evaluation

The major advantage of teaching unit plan is that the behavioural objectives can be achieved easily and the daily lesson plans can be prepared and linked with each other. The learning experiences can be planned more precisely and course content of training can be defined and updated more easily.

#### **4.5 Lesson Planning**

A lesson plan comprises of identification of objectives and selection of appropriate contents, materials, training strategies and evaluation techniques. It is a systematic and elastic approach to the development of scientific concepts and skills to realize both the general and specific objectives of science of teaching. A lesson plan is also a plan of instruction for a single training session.

The development of a lesson plan must be related to a teaching unit plan and must focus on the behavioural objectives, contents, instructional procedures, teaching aids, evaluation techniques etc. It must be noted that the format of a lesson plan and the written material is not of great importance. The most important factor is that lesson planning provides an opportunity to check which of the instructional procedures are potentially most effective for achieving learning outcomes for a day's lesson. A well-planned lesson plan reduces the anxiety and reduces a trainer's operational problems.

#### **4.6 General principles of lesson planning**

The general principles of developing an effective lesson plan can be stated as under:

1. Objectives
2. Trainees' background



### 3. The lesson itself

#### 1. Objectives

The following points must be considered while formulating the objectives:

- (a) Clarity on behavioral objectives of a lesson.
- (b) Translation of general objectives into behavioural objectives.
- (c) Available time of instruction.
- (d) The importance of the objectives to be achieved (for both the trainee as well as the trainer organization).
- (e) Possibility of achieving behavioural objectives in the light of a trainee's characteristics and available physical features.

#### 2. Trainees' background

The lesson has to be delivered to the trainees. So, they must be taken into consideration while planning the lessons for them. If a trainer knows the trainees well, he can facilitate the delivery and include demonstrations, discussions, anecdotes etc. at the proper places to make the instruction process more lively and interactive. Some of the issues worth consideration are:

- (a) Previous knowledge of the trainees.
- (b) Their capacity to understand.
- (c) Trainees' attitude towards the contents.
- (d) Heterogeneity in the trainee groups

#### 3. The lesson itself

The lesson must be motivating and make the trainees to participate in the instructional process. A sound teaching sequence and inclusion of a variety of activities in a lesson can make it more lively and interesting for the trainees.

#### **4.7 Format of a lesson plan**

There is no fixed format for a lesson plan, which has been agreed upon by the educators. It depends upon a large number of factors such as the methodology of training, level of training, understanding and problem solving. The lesson plan must have some degree of flexibility so that the trainer can accommodate the situational factors, which may arise at the time of instruction. Flexibility also brings about some artistic touch in teaching because effective delivery of knowledge is not confined to scientific principles or the use of modern teaching aids.

A format can be based on several bases such as the lecture-demonstration method, understanding level of teaching etc. The formats are likely to be different for computer-aided instruction or in case of modular learning. Nowadays, online learning is also becoming very popular. The lesson formats for this mode are also different.

A general lesson format, based upon the lecture-demonstration method is shown in Table 4.2.

**Table 4.2 Format of a lesson plan**

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1.	General Information			
	a. Trainees no.			
	b. Theme of training			
	c. Theme/Topic of the session			
2.	Specific behavioural objectives			
3.	Teaching aids			
4.	Assumed knowledge			
5.	Previous knowledge testing			
6.	Announcement of topic			
7.	Presentation			

---

Teaching Points	Behavioural objectives	Trainers' activities	Trainees activities	Summery
1.				
2.				
3.				
-				
-				

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8.	Generalization			
9.	Application			
10.	Recapitulation			
11.	Assignment			

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#### **4.8 Essential of a good lesson plan**

A good lesson plan must provide the following to the trainees as well as the trainers:

- (i) Clear guidelines, which make the trainees clear on what is expected out of them and why.
- (ii) Real world, concrete experiences of the phenomenon concerned or best suitable example.
- (iii) An opportunity to manipulate (play) with the observations and to discuss or write about them.
- (iv) A chance to think over explanations individually, talk over ideas with others, test ideas experimentally and state conclusions.
- (v) An opportunity to apply what has been learnt into practice
- (vi) Solve problems with what has been learnt.
- (vii) Draw up a conclusion at the end of the lesson.

#### **4.9 Herbartian steps**

The understanding of levels of learning, training and teaching acquaints the learners with the relationships between the principles and facts, which has been supported by the theory developed by Hebart. These Herbartian steps, which are used by the educators, can be followed while planning and delivering the training. These steps are explained below:

1. Preparation
2. Presentation
3. Comparison and abstraction

4. Generalization
5. Application
6. Evaluation

#### *1. Preparation*

The trainer must begin with the previous experiences of the trainees. This is essential to motivate them to receive new information. If the trainer starts with something, which is below their previous level of knowledge, the trainees are likely to lose the interest in it. Similarly, if the trainer talks of something, which is above their level, they are unlikely to get anything out of it. The entire effort of training will be wasted in this process. Moreover, an idea of the present skill levels of the trainees shall help in selecting contents, devising newer methodologies, use modern instructional aids and proper evaluation techniques.

#### *2. Presentation*

The first few minutes of any lecture are the most crucial time when the trainees either get interested in it, or they get disinterested. Hence, the trainer should announce the topic with new facts and figures. Most good orators begin with an example or a story and get better attention of the trainees. The instructional procedures, which can be used during the presentation can include like examples, demonstrations, discussions, trainer explanations etc. More the participation of the trainees in a lesson, better is the effectiveness of that training. Some trainers ask questions from the trainees, which is a very effective way to keep them attentive and involved in the instructional process.

### 3. *Comparison and abstraction*

Finding out similarities or dissimilarities is a very effective means to secure recall of the lessons. Usually the comparisons are made with the similar real-life situations, which the trainee has experienced in his/her daily life. Relating these with what is being taught increases the retention and gives way to new ideas. Such comparisons can help the trainees to extrapolate other situations into the learning experiences and thus find out newer solutions to the problems.

### 4. *Generalization*

The identification of common principles helps in deriving general principles, which make the learning more effective. Just as comparisons highlighted the differences, understanding the similarity of the situations can also help in making training more effective.

### 5. *Application*

The ultimate aim of all training is to solve the real-life problems. The trainer must give examples of how the skills learnt during the training can be used to solve their problems, or derive benefits out of them. Clarity of applications makes the learning more meaningful and interesting. More and more stress is being laid on on-the-job-training because the trainees are able to relate the instructions with the job immediately.

### 6. *Evaluation*

Planning without controls is meaningless and so is training without evaluation. The learning outcomes must be evaluated with the pre-designed evaluation techniques. This helps in knowing whether the teaching has been effective or not. If at all there have been deviations, they can be identified. The causes of deviation can be spelled out easily and means devised out to take care of them in the future. Hence, a trainer must make use of evaluation, preferably at all the steps of training.

#### **4.10 Summary**

Planning is a precursor to effective training. Planning can be both long-term as well as short-term. Long-term planning has to do with need identification, while the short term planning deals primarily with instructional planning. Instructional planning operates at three domains— cognitive, affective and psychomotor, with each having own levels. In the cognitive domain, there are different levels of learning, corresponding with levels of maturity of concepts and generalizations. Various levels of maturity of concepts are knowledge (recall), comprehension, application, analysis, synthesis and evaluation. The affective domain is based on internalization processes, which help to internalize a phenomenon or value. The process of internalization occurs in various stages – receiving, responding, valuing, organization and characterization by value complex. This domain includes the physical skills, which require the coordination of muscles and mind. The process of skill development under this domain comprises of five hierarchical steps – perception, set, guided response, mechanism and complex overt response.

Instruction planning is the unit planning, which can be divided into three categories resource unit, computer-based unit and teaching unit. A lesson plan comprises of identification of objectives and selection of appropriate contents, materials, training strategies and evaluation techniques. It is a systematic and elastic approach to the development of scientific concepts and skills to realize both the general and specific objectives of science of teaching. A lesson plan is also a plan of instruction for a single training session. The general principles of developing an effective lesson plan are specifying objectives, identifying trainees' background and developing the lesson itself. The understanding of levels of learning, training and teaching acquaints the learners with the relationships between the principles and facts, which has been supported by the theory developed by Hebart. These steps of this theory include preparation, presentation, comparison and abstraction, generalization, application and evaluation.

The skill of a trainer depends on how he is able to get the maximum benefits out of the resources. The art of teaching comes into play, as does the science of it.

#### **4.11 Key Words**

##### *Cognitive domain*

There exists a hierarchy of cognitive skills possessed by each individual, depending upon his prior concepts and generalizations at any given time and his ability to use in the total thinking process. This is used as a basis for developing a training programme for the target audience



### *Affective domain*

This domain is based on internalization processes, which help an individual to internalize a phenomenon or value.

### *Psychomotor domain*

Psychomotor domain includes the physical skills, which require the coordination of muscles and mind. The process of skill development under this domain comprises of five hierarchical steps – perception, set, guided response, mechanism and complex overt response.

### *Herbartian steps*

Developed by a noted educationist, Hebart, these steps are followed while planning and developing the training and are based on the understanding of levels of learning, training and teaching acquaints the learners with the relationships between the principles and facts.

## **4.12 Self Assessment Questions**

1. What are the three different domains of instructional objectives?
2. Explain the components of the cognitive domain of instructional objectives.
3. Why is essential to translate instructional objectives to behavioural objectives? Explain the meaning of *action verb*.
4. Discuss the general principles of lesson planning.

5. Assume that you are to conduct a sales training programme in a FMCG company. Draft a lesson format for the same.

#### **4.13 References/ Suggested Reading**

1. Memoria CB, Personnel Management, Himalaya Publications.
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**Lesson No. 5****LEARNING PROCESS**

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**Structure**

- 5.0 Objective
- 5.1 Introduction
- 5.2 Learning: definition and theories
  - 5.2.2 Connectionist theories
  - 5.2.3 Cognitivist theories
- 5.3 Doctrines of learning
- 5.4 Learning curve
- 5.5 Types of management development
- 5.6 Virtuous Learning Circle
- 5.7 Principles Of Learning
- 5.8 Summary
- 5.9 Key Words
- 5.11 Key Words
- 5.12 Self Assessment Questions
- 5.13 Suggested Readings

**5.0 Objective**

This lesson shall familiarize you with:

- The basic concept of learning
- Theories and doctrines of learning
- Learning curve and virtuous learning circle

## **5.1 Introduction**

In most general words, training can be perceived as a process by which people learn knowledge and acquire skills, which they need for a definite purpose. Training is deeply rooted in the learning process. Learning and training are inseparable and in order to design the training programmes, it is important to know the basic nature of learning, its principles and its process.

## **5.2 Learning: definition and theories**

Breach has defined training as a human process by which skills knowledge, habits and attitudes are acquired and utilized in such a way that behaviour is modified. Learning manifests itself by the changed behaviour of the trainees.

A lot of research has been done on learning and a number of theories have been proposed to explain the same. Various theories of learning can be classified into two main categories as:

5.2.1 Connectionist theories

5.2.2 Cognitivist theories

### *5.2.1 Connectionist theories*

The connectionist theories believe primarily in the stimulus response approach. These theories involve the operation of laws of association, such as assimilation, frequency, contiguity, intensity, duration, context, acquaintance, composition, individual differences and cause and effect. The basic theme of these theories is that when an act produces satisfaction, it will be associated with a particular situation and probably will be repeated when the situation arises again. If an act produces a psychological or physical

discomfort, a person will tend to avoid that behaviour in a similar situation. These theories observe that a teacher can increase the amount of learning in a training situation significantly by reinforcing the correct responses rather than by giving some form of punishment when a task is performed incorrectly.

### 5.2.2 *Cognitivist theories*

These theories believe that all learning leads towards a goal i.e. all human behaviour has a purpose. These theories believe in latent or collateral learning i.e. the formulation of enduring attitudes, likes and dislikes, in addition to learning in order to acquire a particular skill. These theories also suggest that training is goal oriented and it must take into consideration the goals of both the organization as well as the trainee. The role of a teacher and trainee is to structure the learning situation so that the relationship among the stimuli, responses and the individual goals (i.e. the motivation to learn) are emphasized.

In all theories, three basic concepts have been studied:

#### (i) *Stimulus*

Stimulus is something that initiates action. An action occurring as a consequence of the stimulus is called response. For example, in Pavlov's experiment, when a bell rings, it is a stimulus. As a result of the food being offered to the dog on ringing of the bell, the dog salivates, which is a response.

#### (ii) *Reinforcement*

It is an action that causes a learner to repeat (or to avoid) his/her behaviour. In Pavlov's experiment, when a dog is offered food repeated on ringing of the bell, it reinforces its

behaviour i.e. it salivates automatically on the ringing of bell, in anticipation of getting the food.

(iii) *Motivation*

It is the drive that maintains the process of reinforcement. In Pavlov's experiment, offering food causes a dog to salivate immediately as it is likely to get food as an incentive. Motivation guides a learner to completion of learning for better employment; say higher salary, promotion or a path to some desired goal.

### **5.3 Doctrines of learning**

Some general doctrines of learning can be stated, on the basis of the research done in the field of psychology and education. These can be stated as under:

1. Every human being is capable of learning as each one of us has a capacity and ability to learn. People do differ in learning capacities and the pace of learning, but there is nobody who cannot learn at all.
2. Trainees learn when they see that training is meaningful to them.
3. Learning improves significantly if the trainers have planned it properly. They must start with defining the learning objectives and then all the details of its each aspect such pedagogy, facility planning etc.
4. Learning has different levels and may involve awareness, change in behaviour and attitudes. It may also involve mental processes or just physical strength. Each level of training would require different time, methods and resources.

5. Since the trainees as well as the organization where they work are always goal oriented, the objectives of training must match with their goals as well as the organization's goals.
6. Learning is an active process and not passive. Hence, all learning must ensure that the trainees have a proper participation in the entire process.
7. Past experiences of the trainees influence the training. If a situation occurs when the trainees have negative preconceived ideas about the training, then adequate measures should be taken to remove the interference of these predispositions.
8. Learning improves when people know about their results. Hence, training must have a proper feedback system.
9. Training is transferable, which can be achieved by maximizing the similarity between the training situation and the work situation, providing adequate experience with tasks during the training i.e. giving examples, identifying important features of the task and ensuring that the trainee understands the general principles.
10. Learning environment and climate setting can play a very significant role in improving training effectiveness.

#### **5.4 Learning curve**

Learning does not take place at a constant rate. It varies according to a number of factors, such as the difficulty of task and the ability of an individual to learn. The cumulative

change of a specific criterion during a given period can be shown in the form of the learning curves. The learning curves are a graphical representation of learning and time. Various criteria can be used for measuring learning. Some of the criteria used for the same are – errors in each trial, time taken per trial, responses learnt in each trial etc. The curves for the individuals differ widely because of the varying capacity of the individuals to learn. However, some generalizations can be made regarding the same. A general learning curve is shown in the following exhibit.

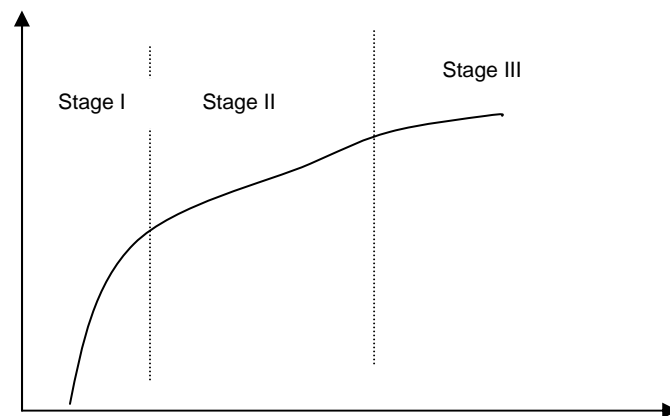


Exhibit 5.1  
General learning curve

As shown by the above exhibit, three distinct stages can be drawn in a learning curve. These are:

- Stage I : Rapid initial learning
- Stage II : Tapering of learning
- Stage III : Fluctuating learning



In the first stage, the trainees are enthusiastic about learning and they imbibe the same rapidly. This is shown by a rapid change in their desired behaviour. However, as learning progresses, trainees tend to lose interest in the same. The monotony sets in, which can slow down the process of learning. As the training progresses further, learning tends to fluctuate because the trainees behave in a bargaining style. Their learning shows a fluctuating behaviour, depending upon the incentives offered for the same.

It must be noted that the learning curve does not remain the same in all situations. There can be several plateaus in the learning, indicating a hampered learning. These can arise from various factors and the role of a trainer becomes very crucial when they come in. The trainer has to provide a stimulus variation in order to make the training more meaningful and effective. Proper motivations have to be planned at various stages of learning so that the tapering of the learning curve does not set in too early.

In training, learning curve has the following application:

1. They provide a method for establishing training goals and evaluate the performance towards these goals.
2. With the help of the learning curve, more efficient production scheduling is possible when approximate improvement in the trainees' performance is predictable.
3. Learning curve helps the hiring and termination of employees over the contract period to be controlled more efficiently.

4. Learning curves can serve as an alternative to hiring and firing because the trainers would not rush up to make preconceived ideas about the employees.

## **5.5 Types of management development**

Management development, accruing as a consequence of effective learning can be divided into three categories – informal managerial processes, integrated managerial processes and formal management development processes. Learning occurs even without planning and also persists amidst careful planning. Some of the characteristics and development consequences of each type of management development are as under:

### *Type 1: 'Informal managerial' – accidental processes*

This type of management development process is characterized with the following features:

- It occur within managerial activities
- It is explicit intention is task performance
- There are no clear development objectives
- It is unstructured in development terms
- It is not planned in advance
- It is owned by managers

The development consequences of this type of management development is that learning is real, direct, unconscious and insufficient

*Type 2: 'Integrated managerial' – opportunistic processes*

This management development process has the following characteristics:

- It occur within managerial activities
- There is an explicit intention both task performance and development
- It has clear development objectives
- It is structured for development by boss and subordinate
- It is planned beforehand or reviewed subsequently as learning experiences
- It is owned by managers

The development consequence of this is that learning is real, direct, conscious, more substantial

*Type 3: 'Formal management development' – planned processes*

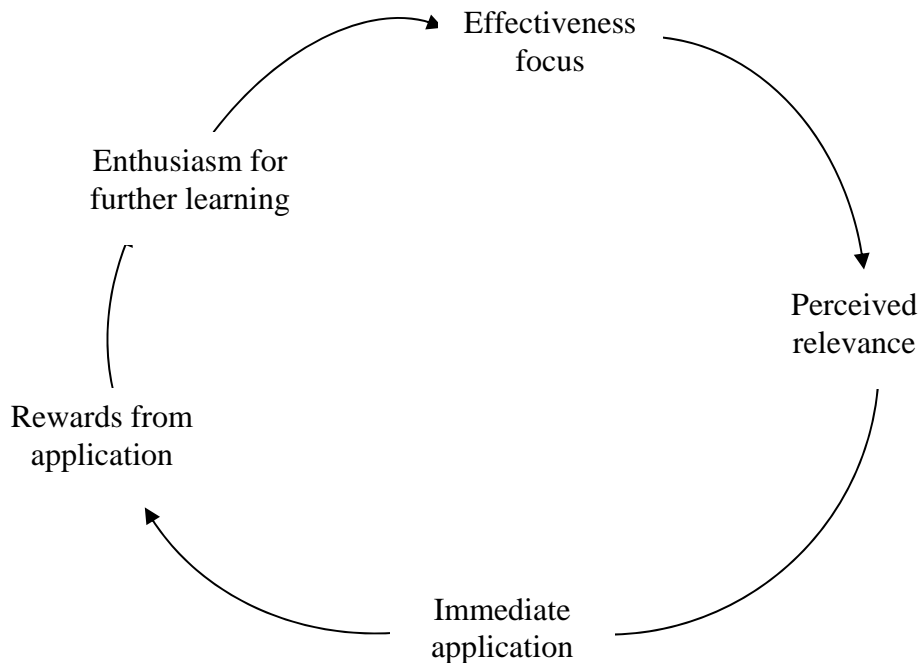
These processes have the following characteristics:

- They are often away from normal managerial activities
- There is an explicit intention is development
- There are clear development objectives
- They are structured for development by developers
- They are planned beforehand and reviewed subsequently as learning experiences
- These are owned more by developers than managers

The development consequences of these are that learning may be real (through a job) or detached (through a course) and is more likely to be conscious, relatively infrequent

## 5.6 Virtuous Learning Circle

A properly planned and designed training process can create the potential for a virtuous learning circle, as shown in Exhibit 5.2.



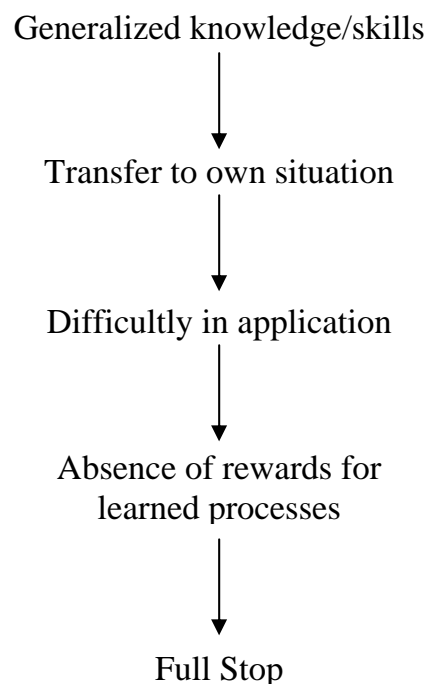
**Exhibit 5.2**

### **The virtuous learning circle**

As shown in the first exhibit, perceived relevance of the training programme is the starting point of any training programme. The trainees shall be willing to learn only if they feel that the skills acquired as a result of the training shall be of use to them. The organization would devote the resources

to training programme only if it would perceive certain benefits resulting out of it. Next in the process are the immediate advantages resulting out of the training. Long-term benefits are too abstract and difficult to measure. Immediate manifestation of the changed behaviour and the skills are of great advantage to the trainees as well as the trainers. These can be reinforced by the rewards and incentives to learn. The trainees would be motivated to put the newly learnt skills these into practice, which would provide them with further enthusiasm for learning. This would result into learning effectiveness, which would further improve the perceived benefits of a training programme.

The vicarious learning sequence can be shown in the form of the following sequence.



The starting point of vicarious learning is generalized knowledge and skills, that are required for undertaking a job. These generalized skills have to be transferred according to the job-specific situation. For example, in an MBA

programme, the candidates acquire various types of skills and knowledge. However, when they join any organization, these skills have to be re-learned to suit the specific requirements of the nature of the job that one is required to do. However, difficulties in application and absence of rewards for learned processes can virtually stop the entire learning process. It must be noted that vicarious learning process is just the reverse of virtuous learning cycle, as shown in Exhibit 5.2. While in the former, training reinforced learning, in this the whole learning exercise can become a futile effort. The role of trainer becomes very crucial in this because he can make or mar the entire process. If he performs his job effectively, he can convert the learning into a virtuous activity, where each process reinforces the advantages. If he is not very careful while doing his job, he can create a situation where there is a complete cession of the learning exercise.

If a training programme is developed carefully, it reduces the undue emphasis on evaluation aspect to more action-based learning. The whole shift of emphasis to action-based learning helps to remove one of the foremost traditional problems of management education and training. Various managers and tutors have complained that an undue emphasis on structured off-the-job learning experiences have created more problems of transfer of learning. Off-the job training creates an environment of artificiality and can even hamper with the learning, which the managers might have acquired while on-the job.

Modern motivational theories have established that behaviour that is not rewarded is not willingly engaged upon again.

Some managers who undergo training or educational experiences they consider as useful or interesting or stimulating, they shall be willing to return to similar experiences subsequently. Others, who do not consider training as being useful to them, are relatively unwilling to attend in the first place and/or experience nothing like stimulation or utility during the course. All too often this can be traced back to the failure of courses to deal with the issues of what managers really do, and to deal with them in the ways most related to their normal managerial work processes.

If trainers plan various aspects of evaluation carefully, then corrective steps can be taken easily to improve the results. The training programmes could have been designed to achieve better effectiveness and addressed to broader issues of knowledge or skill in a more effective way. However, emphasis given to effectiveness issues makes the evaluation process more difficult because the learning is built into the action and is difficult to separate for evaluation purposes.

Emphasis on effectiveness and reality do not in themselves completely overcome the need for careful choice of effective learning processes. Management Development has been far too subject to short-lived approaches, each of them claiming to be uniquely appropriate to developing managers. Over the years, T-groups, grid training, coaching, self-development, action learning and now outdoor training are the most preferred techniques for training and learning. However, adoption of any single technique as the predominant answer to those problems is lazy and incompetent. Nor is the answer in a further proliferation of management development processes. Thus, the supposedly well-designed course will

include role-plays, films, case studies, lectures, and an afternoon in the resource center etc.

The phrase 'continuous learning' is now becoming popular. It will be no more than a promotional phrase if the learning processes necessary to secure it are not provided. For learning to be continuous, rather than simply a series of events, tutors need to equip people to learn effectively outside and around those events. They need to do so for the absolutely obvious reason that for most managers most learning will occur or not occur 'on-the-job'.

## **5.7 Principles Of Learning**

Learning has occurred when people demonstrate a difference in behaviour or ability to perform a task. The following principles are important for the development of any training programme:

*(1) Trainee must be Motivated to Learn.*

An employee must see a purpose in learning the information presented and have a clear understanding of what is presented. If these two factors are considered, there will be a greater chance of satisfaction. A good trainee perceives an opportunity of real satisfaction from training.

*(2) Information must be Meaningful.*

The training material must relate to the purpose of the training programme or it will stop being a motivator. The material must be presented in a sequential manner, from the



simple to the more complex. Further training should provide variety to prevent boredom and fatigue. Materials can be presented through case studies, lectures, films, discussions, or simulated computer games.

**(3) *Learning must be Reinforced.***

New ideas and skills need to be practised as soon as they are learnt. Unfortunately as humans we tend to forget 50 per cent of what we learn within the first forty-eight hours unless the learning is reinforced. One time exposure to any learning is unlikely to make a permanent change in the behaviour and skills of the trainees.

When on the job, both positive and negative reinforcements should be used. If behaviour is undesirable, then negative reinforcement such as denial of a pay raise, promotion, or transfer can be effective. However, during the orientation and training period, positive reinforcement is more effective than negative reinforcement. According to Behaviour Modification Model developed by B.F. Skinner, the more a desired activity or new knowledge is repeated and rewarded with verbal praise, physical rewards, or income, the more it will be remembered and become a part of a person's behaviour.

In on-the-job training, the three steps concept can be used:

- (1) *Tell,*
- (2) *Demonstrate,* and
- (3) *Have the employee try it.*

Repeating the process as many times as necessary until the new employee can do the task on his own provides the opportunity to reinforce individual steps as often as necessary. Also it gives the trainer the opportunity to use behaviour modification techniques when the employee tries

the task. Practice and repetition are almost synonymous with learning.

#### ***(4) Organization of Material.***

The trainer must remember that well organized material will help the trainees to remember the things taught to him. Presenting an overview of the material in a logical order will help the employee understand everything. Further, the sequence can affect how well the person can remember the material presented. The training section may prepare the training material to be used for different jobs with the help of line supervisors. A complete outline of the whole course should be made with the main topics included under each heading. The training material should be distributed among the trainees well in advance so that they may come prepared in the lecture class and may be able to understand the operations quickly and may remove their doubts by asking questions from the instructor.

#### ***(5) Distribution of Learning Periods.***

The instructor must remember that learning takes time. And teaching in segments, over a time span, rather than all at once may be desirable. An employee must learn, reinforce, and review. Every employee may be bombarded with facts from other employees, the supervisor, the family, television and friends-so much so that there is a natural “forgetting factor” to everything he hears. Therefore, many short sessions spread over a long period, with opportunity to review, are sometimes better than two long sessions held

over a short period. Learning a policy remembering it, and establishing it as apart of an everyday function may take some time. Too many supervisors expect their workers to adopt the “company attitude” and to put it into practice in a very short while. This should be avoided.

*(6) Feedback on Learning.*

People like to know how much they have learnt or how well they are doing. The sooner employees know the results of a quiz or test, the sooner they can assess their progress. The sooner employees receive positive feedback from the trainer, the less time they will waste in learning.

Self-graded tests and programmed learning kits provide the necessary feedback to a person on his progress on a particular subject. This principle does not necessarily mean frequent testing, but the more immediate the feedback on learning the more motivating it is likely to be.

## **5.8 Summary**

Learning begins when a man takes birth on this earth and remains with him throughout his life. In profession, continuous updation of skills and relearning the newer challenges remains the key to competitiveness.

Learning manifests itself by the changed behaviour of the trainees. A lot of research has been done on learning and a number of theories have been proposed to explain the same. Various theories of learning can be classified into two main categories connectionist theories and cognitivist theories. The connectionist theories believe primarily in the stimulus response approach. These theories involve the operation of laws of association, such as assimilation, frequency,

contiguity, intensity, duration, context, acquaintance, composition, individual differences and cause and effect. *Cognitivist theories* believe that all learning leads towards a goal i.e. all human behaviour has a purpose. These theories believe in latent or collateral learning i.e. the formulation of enduring attitudes, likes and dislikes, in addition to learning in order to acquire a particular skill. Learning does not take place at a constant rate. It varies according to a number of factors, such as the difficulty of task and the ability of an individual to learn. The cumulative change of a specific criterion during a given period can be shown in the form of the learning curves. Three distinct stages can be drawn in a learning curve – the rapid initial learning, tapering of learning and fluctuating learning. Management development, accruing as a consequence of effective learning can be divided into three categories – informal managerial processes, integrated managerial processes and formal management development processes. Learning occurs even without planning and also persists amidst careful planning. A properly planned and designed training process can create the potential for a virtuous learning circle. The general principles of learning are that the trainee must be motivated to learn, the information must be meaningful, and learning must be reinforced. The material distribution of learning must be well organized and there must exist proper feedback on learning. The organizations are under tremendous pressure to perform better, which is not possible without properly trained human resources. A learning organization shall invariably comprise of the learning individuals within the organization. So, the theoretical basis for learning must be put into practice to

derive long-term benefits out of the same. Continuous learning is the answer to the changing times of today.

### **5.10 Key Words**

#### *Connectionist theories*

Connectionist theories are the class of learning theories, which believe primarily in the stimulus response approach. These theories involve the operation of laws of association, such as assimilation, frequency, contiguity, intensity, duration, context, acquaintance, composition, individual differences and cause and effect.

#### *Cognitivist theories*

Cognitivist theories comprise of those theories which believe that all learning leads towards a goal i.e. all human behaviour has a purpose. These theories believe in latent or collateral learning i.e. the formulation of enduring attitudes, likes and dislikes, in addition to learning in order to acquire a particular skill.

#### *Learning Curve*

Learning curve is the cumulative change of a specific criterion during a given period.

### **5.11 Self Assessment Questions**

1. Define learning. Why is it important for the individuals as well as the organizations?
2. Briefly discuss various theories of learning.
3. Explain various doctrines of learning.

4. Differentiate between virtuous learning and vicarious learning. Discuss the role of a trainer in each of these situations.
5. What are various principles of learning?

### **5.12 References/ Suggested Reading**

1. Training for Organizational Transformation, Part-2 (2000), Roy P. Lynton & Udai Pareek, Sage Publication, N.D.
2. Udai Pareek (1997) Training Instruments for HRD, Tata McGraw Hill, New Delhi.
3. Management Development and Training Handbook, (1975), Ed. by B. Tayler & G.L. Lippit, McGraw Hill.

## Lesson No. 6

### TRAINING CLIMATE AND PEDAGOGY; DEVELOPING TRAINING MODULES

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#### **Structure**

- 6.0 Objective
- 6.1 Introduction
- 6.2 Training Climate and Organizational Climate
- 6.3 Characteristics of a Good Organizational Climate
- 6.4 Physical Training Climate
- 6.5 Psychological Training Climate
- 6.6 Pedagogy
- 6.7 Maxims of Teaching
- 6.8 Developing Training Modules
- 6.9 Summary
- 6.10 Key Words
- 6.11 Self Assessment Questions
- 6.12 Suggested Readings

#### **6.0 Objective**

After reading this lesson, you shall be in a position to:

- Understand the concept of climate and its importance in training.
- Know the methods to make a congenial climate for training.
- Comprehend pedagogy and maxims of teaching

- Be familiar with the procedure of developing training modules.

## **6.1 Introduction**

The effectiveness of any training is a direct consequence of the climate settings within which it is conducted. The tutor has to ensure that various components of climate are well coordinated and provide a congenial ambience for training. Training is not merely a scientific approach, but the art of teaching has a lot to do with its effectiveness. The trainer has to apply his/her ingenuity to get better achievement of objectives.

## **6.2 Training climate and organizational climate**

Since the training climate is a subset of the organizational climate, it is important to understand the organizational climate first. Organizational climate is the summery perception, which people have about the organization. It is the general expression of what an organization is. It is the manifestation of the attitudes of the organizational members towards the organization itself. An organization attracts and keeps people who fit into the climate so that it is perpetuated for a long period of time.

Organizational climate is the enduring quality of its internal environment, which is experienced by its members. It influences their behaviour and can be described in terms of the values of a particular set of characteristics of the organization.



### **6.3 Characteristics of a good organizational climate**

Some of the major characteristics of a good and healthy organizational climate are:

- (i) There is a tendency at all the levels of the organization to treat people as the most important resource. The top management is particularly careful to ensure this.
- (ii) There is a perception that developing the competencies in the employees is the job of every manager.
- (iii) The managers exhibit faith in the competence of people to change and acquire new capabilities.
- (iv) There is a tendency of open communications.
- (v) The human resources show a general tendency to take calculated risks.
- (vi) There is a general climate of trust within the organization.
- (vii) The employees feel themselves as a part of the system and are helpful to each other.
- (viii) The organizational members have a team spirit.
- (ix) The top management does not exhibit any nepotism or bias. They are objective in evaluation.
- (x) The activities of the organization are development oriented.

The organizations differ very widely on these aspects and so does the commitment of the human resources working there. In long-run, the organizations which do not develop a congenial work climates do not withstand the pressures of the external environment.

#### **6.4 Physical Training climate**

Training climate has two components – physical and psychological. The physical settings shall comprise of the room where training is being conducted. The furniture, the air-conditioning facilities, then curtains, the tapestry, colour, ventilation etc. have a lot of influence on the effectiveness of training. Even the food and snacks can influence the perceptions of the trainees towards training. For example, if a training module has people from diverse backgrounds, each having different food habits, then some people can feel the discomfort there. Hence, trainer has to ensure that the physical settings provide a good ambience for learning. It is fortunate that in the present times, most formal training programmes do not have any problems on physical ambience. Most cities and towns have good hotels, which provide good conference and boardrooms with all the modern facilities. The companies also have their own facilities where the physical facilities are created for effective training. The use of modern training aids is a part of the physical settings and can contribute significantly to the training effectiveness. The role of training aids has been discussed at length in another chapter.

#### **6.5 Psychological training climate**

An organization does not comprise of the physical facilities. Despite having very good physical facilities, many organizations are not very effective because people who work there have different psychological set up. The perception of the people, their attitude, morale and commitment has a lot of role to play in organizational effectiveness. In training, these psychological

variables interfere with all the aspects. The effect of these variables on training is explained in the following discussion.

(i) Perception

In order to be effective, the trainees must appreciate the need of the training. This will be shaped by their perception, determined by their past experiences with the training. The trainees will learn only what they want to learn. Here the halo effect, selective recall and other consequences of perception will come into play. The stereotyping also influences the training because the trainees can form preconceived ideas about the course, its content and even the trainers themselves. The trainer has to study the perceptions and take adequate measures to correct them, if required, in order to make the training more effective.

(ii) Attitude

The attitude has a lot of influence on learning. If the trainees have a positive attitude towards the training, they are likely to exhibit better behavioural modifications as desired by the training. Similarly, a negative attitude can do the reverse of it. The trainee must judge the attitude of the people and create the conditions for securing a positive attitude. This could be achieved by a variety of measures such as counseling, making the learning more interesting, using better teaching aids, providing better incentives to the trainees to learn and other related measures.

### (iii) Morale

Although the empirical evidence on the relationship of morale and productivity shows mixed results, but going by logic, a high morale is likely to make a higher contribution towards the productivity. In training, the morale of the trainees has a lot of effect on their learning. In certain professions, such as army etc., where morale has a lot of effect on the productivity, the trainers work hard to ensure that the trainees have a high morale. A variety of measures can be taken to get higher morale, which include setting incentive plans, having higher team spirit and more participation of the trainees.

### (iv) Commitment

The commitment refers to the belongingness of the employees. In training, the level of commitment would make the trainees more prone to learning. While there are lesser known methods for increasing commitment, but still counseling etc. can be employed by the trainers to ensure better commitment. Some trainers even use punishment as a means to extract commitment,

The trainer has a major role to play in setting the climate and tone of training, which should be a well planned exercise. As trainers become more and more professional, they are undertaking these activities with higher degrees of commitment.

## **6.6 PEDAGOGY**

Learning and teaching is an art and pedagogy refers to the art of good teaching. The principles of teaching, which have been developed by the educationists can be extrapolated to training

the human resources in [professional organizations as well. While there are not set rules for better teaching, still some general principles have been evolved by the educators, which can be classified into two categories – general principles and psychological principles.

### **6.6.1 General Principles of teaching**

These are general in nature and have emerged from general experiences. Some of the general principles are:

*(i) Principle of definite aim*

Training should start with a definite aim. It must be well planned and should not be adhoc. There must be a high degree of coherence between the objectives and methodology of teaching, only then will training become more effective.

*(ii) Principle of activity*

This means that training is effective only when the trainees are made to do the task. Learning by doing brings about the desired behavioural modification easily and the trainees also exhibit better recall of what has been taught to them. Hands on learning means more participation of the trainees, at the level of cognitive domain as well as the activity domain. This principle can be applied in all the settings and at all levels. Probably this is the reason why most professional trainers make use of simulation, case study approach and other such techniques, where there is a high involvement of the trainees.

*(iii) Principle of correlation*

This principle implies that the trainer must correlate the learning with the actual life and also with other subjects. This gives an impression that the training has an actual application and does not confine to the textbooks. This makes the training more practical in its approach. Relating with real life experiences, which a trainee experiences daily in his/her life makes him understand the concepts very easily. There is better recall of the learning activity.

*(iv) Principle of planning.*

The importance of planning has been discussed at length in many other lessons. Planning involves selection, division and revision, as explained below:

- *Selection*

Selection means that the teaching material and the teaching aids must be selected very carefully. Their selection is usually based on the instructional objectives, a trainer's ability to impart the knowledge and a trainee's capacity to understand and assimilate the subject matter.

- *Division*

Division means breaking the chosen subject matter into convenient and meaningful units in order to make it more understandable. This technique of dividing the subject matter into units and sub-units facilitates the teaching-learning process. Without proper division, teaching may remain indefinite, incoherent, confused and less comprehensible. The matter arranged and selected should be properly graded and divided according to the trainees' standard of attainment.

- *Revision*

The assimilation of knowledge entails proper drill and practice. Revision helps in the assimilation and helps the trainer to test the understanding of the trainees. Revision of recapitulation of the subject matter is a continuous process and must be planned while planning how a training session is to be conducted.

*(v) Principle of flexibility and elasticity*

Training cannot be a rigid and stereotype activity. It must be flexible to accommodate the environmental stimuli. No two trainees or the trainers are not the same, nor are two training climates and setting the same. So, the training schedules must be flexible enough to accommodate the resourcefulness, originality and creativity of the trainer.

*(vi) Principle of experience*

The past experiences of the trainees as well as the trainers provide the necessary experience for better learning. The objectives can be set according to these experiences.

*(vii) Principle of trainee centeredness*

The trainees are the core of any training exercise. So, they must be studied while designing any training programme.

*(viii) Principle of involvement*

Training can become effective if there is a high involvement of the trainees. The instructional material and all other facilities have to be designed to secure better involvement of the trainees.

*(ix) Principle of remedial training*

Training can be diagnostic as well as remedial. It can suggest remedies to various solutions faced by the trainees. The trainer should remove the doubts of the trainees. He should understand their difficulties and try to remove them.

*(x) Principle of progressiveness*

Training must be progressive. It shall be discussed later in the lesson that training must move from simple to complex subject. This implies that there should be a trend towards progressiveness. At the level of the trainees also, it must show a progressive improvement in their performance. Slow and steady improvement is better than a rapid learning and then forgetting everything at the end of the training session.

*(xi) Principle of democracy*

By virtue of position, trainer enjoys a superior position over the trainees, but in order to have an effective training, proper democratic principles must be followed. There should be a high degree of participation of every body in the planning and conduct of a training programme. Proper feedback must be taken objectively by the trainers. The trainers must treat all the trainees as equal and should pay equal attention to all of them. There should be no biases or preferences to some individuals or groups of individuals.



### **6.6.2 Psychological principles of training**

Psychological principles of training make the training more stimulating and effective by taking into account the psychological of the trainees. Some of the general psychological principles of training are:

*(i) Principle of motivation and interest*

No learning can take place without proper motivation. The trainees must understand that the training shall be of advantage to them so that they show higher propensity to learn. Training must result into some incentive to them, which can be both tangible as well as intangible. A good trainer arouses the curiosity to keep the trainees more motivated to learn.

*(ii) Principle of cooperation*

Successful learning entails proper cooperation by the trainers. This makes the ambience more congenial for learning. The trainers must not be unduly strict and should show understanding and concern to the trainees.

*(iii) Principle of recreation*

Training becomes more effective if it is combined with recreation. Enjoyment arouses trainees' interest leading to better understanding and recall.

*(iv) Principle of feedback and reinforcement*

All successful trainings have a proper feedback mechanism, which reinforces the learning exercise. Feedback in the form of recall of the knowledge must be followed by positive

reinforcement by the trainer. This makes the trainee more motivated to learn.

*(v) Principle group dynamics and self-learning*

People differ in their behaviour when they are in groups. A trainer should be able to understand the formation of groups within the trainees and should be able to see how these will interfere with the training process. If the groups create a better ambience they can be encouraged, otherwise these can be controlled.

Self-learning is a very effective mode of learning. The trainees decide their own learning schedules and make efforts themselves. Such self-learning can become effective when the trainees have the capability to work independently.

## **6.7 MAXIMS OF TEACHING**

Besides the principles of good training, educators have formulated certain maxims, which can be used for making the training more effective. These maxims guide a trainees on how to proceed while imparting any training. The common maxims of teaching are:

- (i) Proceed from known to unknown
- (ii) Proceed from simple to complex
- (iii) Proceed from concrete to abstract
- (iv) Proceed from particular to general
- (v) Proceed from analysis to synthesis
- (vi) Proceed from whole to parts

These are explained in the following discussion:

*(i) Proceed from known to unknown*

The trainees should proceed progressively from known to unknown. The law of working of the mind is that mind interprets new knowledge in terms of the old. Hence, a trainer should not introduce the new topics suddenly. He should start from known facts and then move towards the unknown or the new concepts. This maxim economizes the trainer's efforts and facilitates the learning process.

*(ii) Proceed from simple to complex*

Just as the above principle, a trainer should proceed from simple to complex subjects progressively. Easy ideas are well understood and form the basis of understanding. The difficult ideas can be understood in light of the easier concepts.

*(iii) Proceed from concrete to abstract*

The concrete or tangible facts are well under the knowledge of the trainees. So, they are better understood by them. The abstract facts are relatively more difficult to grasp. Hence, a progressive learning from concrete to abstract can make the entire process of learning easier.

*(iv) Proceed from particular to general*

Trainees might have difficulty in understanding the generalizations. So, the trainer can start with some case-studies of a few examples, which can be extrapolated to become general theories or facts. Particular is an inductive method while general is a deductive method and both have to

go side by side. However, process of induction is easier and it is better if it is used before the deductive approach.

*(v) Proceed from analysis to synthesis*

Analysis makes a trainee more competent in his work as he is able to solve complexities of work place. Synthesis is a step higher to make the knowledge more definite and fixed. Effective training starts from analysis and ends up enabling the trainees to synthesize the whole knowledge in their minds.

*(vi) Proceed from whole to parts*

Understanding the whole system might become difficult for the trainees. So, it is better that it is understood in parts. Parts have lesser complexities and can be comprehended easily by the trainees.

From the above discussion, it is clear that effective training is not a predesigned prescription, but depends upon a large number of factors. The general principles and maxims do provide guidelines for making learning easier, but these are not substitute to a trainer's creativity, ingenuity and skill of delivering the knowledge across to the trainees.

## **6.8 DEVELOPING TRAINING MODULES**

Modular approach to learning and teaching is a recent development in the field of curriculum design. The educationists all over the world are using it. This is very popular technique when used by online mode of learning. Even the progressive academic and research institutions such as IIMs, IITs etc using

this approach to curriculum design. Most of the universities offering distance learning programme also make use of the approach. IGNOU has made use of this methodology in its recent course restructuring and other universities are adopting the same methodology. The salient features of modular approach to course design are:

*(i) Breaking up the course*

The entire syllabus is broken down into self-contained units, which are called modules. Each module is a complete piece of information, with a definite objective and methodology. All the modules relate to the broad framework of the syllabus.

*(ii) Allow choice of modules*

The flexibility of approach is the biggest advantage of modular approach to training. The trainees are free to choose the modules, depending upon their interests. Since each of the modules would be a self-sufficient entity, the learners would not have any problem in interrelating these. In certain situations, the trainers might specify sets or groups of modules and direct the trainees to choose from these groups.

The modular approach can be understood in light of the optional subjects being offered by the universities. Even for MBA programme, the students have to study the compulsory subjects in the first year. When they take admission in the second year, they have to decide upon their major and minor specializations. Usually, the students opt for marketing/finance or HRM as their specializations. They would have to study the subjects from each of these streams to get their respective specializations.

Such flexibility allows the students to study the subjects of their own choice. In training, similar modules are prepared, which can be chosen by the trainees.

*(iii) Self learning*

Modular approach to teaching is particularly popular when the trainees have to do self-learning. While learning themselves, the trainees are best judges of the skills required by them. So, they can chose from the modules and get the desired training.

**6.8.1 Advantages and limitations of modular approach**

The biggest advantage of modular approach is that it allows a high degree of flexibility to the trainees. However, this flexibility can become a limitation if it goes to the extent that it deviates from the original objectives of the training.

**6.8.2 Considerations while designing modules**

While designing the modules for learning, the following points should be kept into consideration:

1. The modules should be self contained bits of knowledge.
2. The modules should be independent i.e. there should not be any overlapping of knowledge between two modules. In case it happens, then the flexibility of the entire system gets eroded.
3. The modules should be sufficient in number to allow a high degree of choice to the learner.
4. The modules should be amenable of self-learning.

5. The modules should have proper interface with the tutor as well. Despite being self learning exercise, the contact with the tutor is very helpful in making the learning more effective.
6. The modules should be interactive.
7. There should be a proper system of evaluation and feedback to judge the knowledge and skill level of the employees at the completion of each module.

### **6.9 Summary**

The effectiveness of any training is a direct consequence of the climate settings within which it is conducted. Organizational climate is the enduring quality of its internal environment, which is experienced by its members. It influences their behaviour and can be described in terms of the values of a particular set of characteristics of the organization. The major characteristics of a good and healthy organizational climate that there is a tendency at all the levels of the organization to treat people as the most important resource and there is a perception that developing the competencies in the employees is the job of every manager. Training climate has two components – physical and psychological. The physical settings shall comprise of the room where training is being conducted. The furniture, the air-conditioning facilities, then curtains, the tapestry, colour, ventilation etc. have a lot of influence on the effectiveness of training. Besides these physical settings, the psychological state of the people also constitutes the training climate. The perception of the people, their attitude, morale and commitment has a lot of role to play in organizational effectiveness.

Learning and teaching is an art and pedagogy refers to the art of good teaching.

The general principles of effective teaching are the principles of definite aim, activity, correlation, planning, flexibility and elasticity. The other principles are the principles of experience, trainee centeredness, involvement, remedial training, progressiveness and the principle of democracy.

Besides the principles of good training, educators have formulated certain maxims, which can be used for making the training more effective. The common maxims of teaching are to proceed from known to unknown, simple to complex, concrete to abstract, particular to general, analysis to synthesis and from whole to parts. Modular approach to learning and teaching is a recent development in the field of curriculum design. This approach entails breaking up the course, allowing the choice of modules and self learning.

A proper planning can make the training much more effective and useful. Therefore, the trainers must follow these general principles, maxims and approaches to make the training more effective and enjoyable learning process.

## **6.10 Key Words**

### *Organizational climate*

Organizational climate is the enduring quality of its internal environment, which is experienced by its members. It influences their behaviour and can be described in terms of the values of a particular set of characteristics of the organization.



## *Pedagogy*

Pedagogy refers to the art of teaching.

## *Modular approach*

This approach to training entails breaking the whole course into self-learning modules, where the learner can comprehend the concepts easily and with little help from the tutor.

### **6.11 Self Assessment Questions**

1. What is organizational climate? Discuss the essentials of a good organizational climate.
2. How does the training climate relate to organizational climate?
3. How can a trainer make the training climate more favourable.
4. Discuss various principles of effective teaching.
5. What are maxims of teaching. How do these differ from the principles of teaching?
6. Write a note on the modular approach to teaching.

## **6.12 References/ Suggested Reading**

1. Training for Organizational Transformation, Part-2 (2000), Roy P. Lynton & Udai Pareek, Sage Publication, N.D.
2. Udai Pareek (1997) Training Instruments for HRD, Tata McGraw Hill, New Delhi.
3. Management Development and Training Handbook, (1975), Ed. by B. Tayler & G.L. Lippit, McGraw Hill.

**Lesson No. 7****TRAINING METHODS AND TECHNIQUES**

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**Structure**

7.0 Objective

7.1 Introduction

7.2 Types of training

- Orientation or induction training.
- Job training.
- Apprenticeship training
- Internship training
- Refresher training
- Training for promotion.

7.3 Methods of training<sup>7</sup>

7.4 On-the-job training

7.5 Vestibule training

7.6 Off-the-job training

7.7 Choosing the right training method

7.8 Summary

7.9 Key Words

7.10 Self Assessment Questions

7.11 Suggested Reading

**7.0 Objective**

After reading this lesson, you shall be able to:

- Understand types of training
- Know about various methods of training

- Choose the right kind of training method

## **7.1 Introduction**

Teaching has always been more of an art than science. Despite the availability of numerous training aids and lots of scientific studies on learning, it remains the prerogative of the tutor on using the best method to facilitate learning. In organizational settings, training has to cater to the diverse needs of the heterogeneous groups. It has diverse objectives and the trainees have varying skill levels. So, one type of training cannot serve the needs at all times. Over time, trainers have identified various types of training and also devised various methods to impart the same. This lesson discusses some of the types of trainings and also methods of imparting the same.

## **7.2 Types of Training**

Training can be classified into many types, depending upon several bases. On the basis of purpose, several types of training programmes, which are not mutually exclusive, are offered to the employees. They invariably overlap and employ many common techniques. Some of the important types of training programmes are as follows:

1. Orientation or Induction training.
2. Job training.
3. Apprenticeship training
4. Internship training
5. Refresher training
6. Training for promotion.

### *1. Orientation or Induction Training*

Induction relates to introducing or orienting a new employee to the organization. When a new employee joins any organization, he needs to be acquainted with its procedures, rules and regulations. He must be helped to familiarize himself with the work environment and with his fellow employees. It is better to give him a friendly welcome when he joins the organization, get him introduced to the organization and help him to get a general idea about the rules and regulations, working conditions, etc. of the organization.

Employee orientation or induction training basically deals with the introduction of the organization to the newly employed person. The purpose is to give a 'bird's eye view' of the organization where he has to work. It is a very short and informative type of training given immediately after recruitment. It creates a feeling of involvement in the minds of newly appointed employees.

### *2. Job Training*

When an employee joins an organization, he undergoes job training, which relates to the specific job, which the worker has to perform. It gives information about machines, process of production, instructions to be followed, methods to be used and so on. It develops skills and confidence among the workers and enables them to perform the job efficiently.

Job training is the most common form of the formal in-plant training programmes. It is necessary for the new employees to acquaint them with the jobs they are expected to perform. It helps in creating interest of the employees in their jobs.

### *3. Apprenticeship Training*

Apprenticeship training programmes are more inclined towards education than merely on the vocational training. Under this, both knowledge and skills in doing a job or a series of related jobs are involved. The governments of various countries, including India, have passed laws which make it obligatory for certain classes of employers to provide apprenticeship training to the young people. The usual apprenticeship programmes combine on the job training and experience with classroom instructions in particular subjects. The trainees receive wages while learning and they acquire valuable skills, which command a high wage in the labour market. In India, there are several 'earn while you learn' schemes both in the private as well as public sector undertakings. Such schemes are also advantageous to the trainees. Some employers look upon apprentices as a source of cheap labor. Apprenticeship training is desirable in industries, which require a constant flow of new employees expected to become all round craftsmen. It is very much prevalent in printing trades, building and construction, and crafts like mechanics electricians, welders, etc.

### *4. Internship Training*

Under this method of training, the educational or vocational institute enters into an arrangement with an industrial enterprise, or any organization which can utilize their knowledge, for providing practical knowledge to its students. Internship training is usually meant for such vocations where advanced theoretical knowledge has to be backed up by practical experience on the job. For instance, engineering students are sent to big industrial enterprises for getting

practical work experience and medical students are sent to big hospitals to get practical knowledge. The period of such training varies from six months to two years. The trainees do not belong to the business enterprises, but they come from the vocational or professional institutions. It is quite usual that the enterprises giving them training absorb them by offering suitable jobs after completion of their trainings.

### *5. Refresher Training*

As the name implies, the refresher training is meant for the old employees of the enterprise. It is also called retraining. The basic purpose of refresher training is to acquaint the existing workforce with the latest methods of performing their jobs and to improve their efficiency further. While explaining this, Dale Yoder has rightly remarked, "Retraining programmes are designed to avoid personnel obsolescence". The skills with the existing employees become obsolete because of technological changes and because of the tendency of human beings to forget. Thus, refresher training is essential because of the following factors:

- (a) The workers require training to bring them up-to-date with the knowledge and skills and to relearn what they have forgotten.
- (b) Rapid technological changes make even the qualified workers obsolete in course of time because new technology is associated with new work-methods and job requirements. The workers need to learn new work methods to use new techniques in doing their jobs.
- (c) Refresher training becomes necessary because many new jobs that are created due to changes in

the demand for goods and services are to be handled by the existing employees.

#### *6. Training for Promotion*

The talented employees may be given adequate training to make them eligible for promotion to higher jobs in the organization. Promotion of an employee means a significant change in his responsibilities and duties. Therefore, it is essential that he be provided sufficient training to learn new skills to perform his new duties efficiently. The purpose of training for promotion is to develop the existing employees to make them fit for undertaking higher job responsibilities. This serves as a motivating force to the employees.

### **7.3 Methods of Training**

There is a wide range of training methods and techniques have been developed over the years by various organizations and training experts as shown in Exhibit 7.1. Different training methods are suitable for different categories of people in the organization. There can be several categories of personnel in an organization, e.g. managerial and non-managerial, technical, administrative, skilled, unskilled, senior, junior etc. Each organization has to choose the methods and techniques of training which are relevant for its training needs.

Various methods of training may be classified into the following categories:

- I. Vestibule training.
- II. On-the-job training.
- III. Off-the-job training.



## Exhibit 7.1. Methods of Training

### **I. On-the-job Training** (at the place of work)

- (i) Coaching
- (ii) Understudy
- (iii) Position Rotation

### **II. Vestibule Training** (adapted to the environment at the place of work)

### **III. Off-the-job Training** (away from the place of work)

- (i) Special Lecture-cum-Discussion
- (ii) Conference
- (iii) Case Study
- (iv) Sensitivity training
- (v) Special projects
- (vi) Committee assignments.

## 7.4 On-The-Job Training

On-the-job training is considered to be the most effective method of training the operative personnel. Under this method, *the worker is given training at the work place by his immediate supervisor*. In other words, the worker learns in the actual work environment. It is based on the principle of '*learning by doing*'.

On-the-job training is suitable for imparting skills that can be learnt in a relatively short period of time, It has the chief advantage of strongly motivating the trainee to learn. It is not located in an artificial situation. It permits the trainee to learn on the equipment and in the work-environment. On-the-job training methods are relatively cheaper and less time

consuming. Another important factor about on-the-job training is that supervisors play an important part in training the subordinates.

There are four methods of on-the-job training explained below:

**(i) Coaching.**

Under this method, the supervisor imparts job knowledge and skills to his subordinate. The emphasis in coaching or instructing the subordinate is on learning by doing. This method is very effective if the superior has sufficient time to provide coaching to his subordinates.

**(ii) Understudy.**

The superior gives training to a subordinate as his understudy or assistant. The subordinate learns through experience and observation. It prepares the subordinate to assume the responsibilities of the superior's job in case the superior leaves the organization.

The subordinate chosen for under-study is designated as the heir-apparent and his future depends upon what happens to his boss. The purpose of under study is to prepare someone to fill the vacancy caused by death, retirement, promotion, or transfer of the superior.

**(iii) Position Rotation.**

The purpose of Position rotation is to broaden the background of the trainee in various positions. The trainee is periodically rotated from job to job instead of sticking to one job so that he acquires a general background of different jobs. However, rotation of an employee from one job to another should not be done frequently. He should be allowed

to stay on a job for a sufficient period so that he may acquire the full knowledge of the job.

Job rotation is used by many organizations to develop *all-round-workers*. The employees learn new skills and gain experience in handling different kinds of jobs. They also come to know the interrelationship between different jobs. Job rotation is also used to place workers on the right jobs and prepare them to handle other jobs in case of need.

### **Importance of On-the-job training**

On-the-job training techniques are most appropriate for teaching knowledge and skills that can be learnt in a relatively short time and where only one or a few employees are to be trained at the same time for the same job. But the success of the training depends almost entirely on the trainer. If he understands training principles and methods and if he takes an interest in proper training of new employees, chances are that it will be done properly.

On-the-job training has the chief advantage of strongly motivating the trainee to learn. It is not located in an artificial situation, either physically or psychologically. It permits the trainee to learn at the actual equipment and in the environment of the job. On-the-job training methods are relatively cheaper and less time consuming. If only a few persons are to be trained at one time, it is cheaper for the employer to resort to on-the-job training. It will take less time to learn on the job itself and, moreover, production does not suffer. Another important factor about on-the-job training is that line supervisors take an important part in training their subordinates.

On-the-job training is the most effective method of training the employees because it is in complete accord with the three basic laws of learning:

- (i) The law of readiness;
- (ii) The law of exercise; and
- (iii) The law of effect.

When a person is confronted with a job which he is potentially able to do and is interested in learning how to do a job in order to hold it; the law of readiness is definitely satisfied. Such a situation presents a good incentive for learning. The second law of learning is that of exercise and it is satisfied when a person is trained on the job. He has the chance to immediately apply what he has been trained to understand and to do. The law of effect is likewise satisfied through on-the-job training. If the training is good and new employee is intelligently dealt with by his supervisor, he will get satisfaction out of his work and feel secured in the job. He will be better satisfied than he would have been if he had been left to learn by trial and error method.

### **7.5 Vestibule Training**

Vestibule means a cabin and the term 'vestibule training' is used to designate training in a cabin (or a classroom) for semi-skilled jobs. It is more suitable where a large number of employees have to be trained at the same time for the same kind of work. Where this method is used, there should be well-qualified instructors in charge of training programme. Here the emphasis tends to be on learning rather than production. It is frequently used to train clerks, machine operators, typists, etc.

Vestibule training is adapted to the same general type of training problem that is faced by on-the-job training. A vestibule school is run as a special endeavour of the personnel department. An attempt is made to duplicate, as nearly as possible, the actual material, equipment and conditions found in the real work place. The vestibule school may be started when the training work exceeds the capacity of the line supervisors. Thus, in vestibule training, the workers are trained on specific jobs in a school run by the organization. An attempt is made to create working conditions, which are similar to the actual workshop conditions. The learning conditions are also carefully controlled.

Vestibule training is particularly suitable where it is not advisable to put the burden of training on line supervisors and where a special coaching is required. The staff of the vestibule school consists of expert and specialist instructors. The trainees avoid confusion and pressure of the work situation and are thus able to concentrate on training. Their activities do not interfere with the regular processes of production. Moreover, trainees get an opportunity to become accustomed to work routine and recover from their initial nervousness before going on to actual jobs.

Vestibule training has certain demerits also. The artificial training atmosphere may create the adjustment problem for the trainees when they return to the place of job. Vestibule training is relatively expensive because there is duplication of materials, equipment and conditions found in a real work-place.

## 7.6 Off-The-Job Training

The biggest merit of on-the-job training methods is that they do not require the worker to be absent from his work place. There is no disruption in the normal activities. However, when the training is specialized, or needs the use of sophisticated equipment, or needs a specialist trainer, it might not be feasible to provide the training while on job. For such situations, off-the-job training methods are used by the organizations.

Off-the-job training methods require the worker to undergo training for a specific period away from the work-place. These methods are concerned with both knowledge and skills in doing certain jobs. The workers are free of tension of work while they are learning.

There are several off-the-job methods of training and development as described below:

(i) *Special Lecture cum Discussion.*

Training through special lectures is also known as 'class-room training'. It is more associated with imparting knowledge than with skills. Some executives of the organization or specialists from vocational and professional institutes may deliver the special lectures. Many firms also follow the practice of inviting experts for special lectures for the staff on matters like health, safety, productivity, quality, etc. There are certain aspects of nearly all jobs that can be learnt better in the classroom than on the job. Orientation about organization and safety training can be accomplished more effectively in the classroom. The standard instructional method suitable for operative employees is a 'formal lecture' by an instructor to the trainees. The lecturer possesses a

considerable depth of knowledge of the subject at hand. He seeks to communicate his thoughts in such a manner as to interest the class and cause the trainees to retain what he has said. The trainees generally take notes as an aid to learning.

The lecture method can be used for providing instructions to large groups. Thus, the cost per trainee is low. However, it has certain limitations also. The learners may be passive. It violates the principle of learning by doing and constitutes, one-way communication. But if the learners are permitted to ask questions, they will provide feedback to the instructor. Lectures can easily be combined with other techniques. Thus, a teacher may conduct a class by the combined lecture-cum-discussion method. He may lecture only to add new information that the group does not possess. Formal reading assignment may be given, demonstration may be presented and video films may be shown along with the lecture.

*(ii) Conference / Seminar Training.*

The literal meaning of conference is 'consultation'. But in practice, conference implies sharing some information with an audience of a large number of people. It is conducted in a big hall where the participants are allowed to exchange their views and raise queries. The proceedings of the conference are conducted by the chairman who is also responsible for summing up the proceedings of the conference. These days video conferencing is also gaining popularity under which people can participate in the conference through link via satellite.

A conference is a group meeting conducted according to an organized plan in which the members seek to develop knowledge and understanding by oral participation. It is an effective training device for persons in the positions of both conference member and conference leader. As a member, a person can learn from others by comparing his opinion with those of others. He learns to respect the viewpoints of others and also realizes that there is more than one workable approach to any problem.

Seminars are also used for bringing various people to a platform where they discuss various issues relating to work. This helps them in understanding others' viewpoints, making themselves understand and seeking solutions to the problems, which they might not be able to solve themselves. Seminars offer brainstorming platforms where more than one brains work on solving work-related problems. Seminars can include lecturing by external experts as well. Seminars can be within the organization or the trainees can be nominated to participate in those being organized by other institutions.

*(iii) Case Study.*

The case method is a means of simulating experience in the classroom. Under this method, the trainees are given a problem or case which is more or less related to the concepts and principles already taught. They analyse the problem and suggest solutions which are discussed in the class. The instructor helps them reach a common solution to the problem. This method gives the trainee an opportunity to apply his knowledge to the solution of realistic problems.

Cases may be used in either of the two ways. Firstly, they can be used subsequent to the expansion of formal theory



under which the trainees apply their knowledge of theory to specific situations. Secondly, the trainees may be assigned the cases for written analysis and oral discussion in the class without any prior explanation of pertinent concepts and theory. The case study places heavy demands upon the trainees and requires that they should have a good deal of maturity in the subject-matter concerned. The comprehension of cases can also vary. The trainer has to put forward the underlying idea of the case so that it is understood in a proper perspective.

#### (iv) Role Playing

In this technique, the trainees are made to experience what others feel of a particular situation. They understand the viewpoint of others and come to know of constraints within which others are working. Such an interaction and understanding helps in reducing the dysfunctional conflicts within the organizations. Many times, various departments of the organizations disagree because they do not understand each others' viewpoint. Role playing is an effective training technique to bridge the differences between them. Besides, this, it is an effective method to prepare the trainees to face the situations that they are likely to face while discharging their duties. For example, the sales staff is often asked to play the role of the customers to understand how they might behave in a given situation. They become trained enough to face the likely situations.

Role-playing is a very flexible training method. It may be elaborately pre-planned, with each task specified. Usually, a discussion is done at the end to sum up the situation after

role-playing. This planning helps in time management otherwise the exercise can go uncontrolled.

(v) *Behavioural Simulation Games*

These focus primarily on the process of inter-personal relations, on how decisions are made, and with what consequences, rather than on the substance of the decisions. Sometimes, structured exercises is used to connote all types of simulations, but there exists a distinction between a game and an exercise.

Games have set rules and have predictable results. Often, their design is hidden in order to highlight a behavioural process and to dramatize its effects. The repetition of the game becomes meaningless once the trainees learn the secret of the game. On the other hand, exercises simulate a process that can be repeated until learning is assured. They provide scope for improvisation, adaptation, and redesigning according to the personal and situational needs. Over time, trainers have developed several steps for designing instructional simulation. Some of the steps for the same are:

1. Defining the instructional problems
2. Describing operational educational system.
3. Relating the operational system to the problem.
4. Specifying objectives in behavioural terms.
5. Generating criterion measures.
6. Determining appropriateness of simulation.
7. Determining the type of simulation required.
8. Developing specifications of simulation experience.
9. Developing simulation type prototype.
10. Trying out simulation type prototype.

11. Modifying simulation type prototype.
12. Conducting field trial.
13. Making further modifications to the system on the basis of the field trial.

*(vi) In-basket Exercises*

These are more elaborate simulation exercises in which a complex organization is created in the form of an office environment. The trainees work in an office setting with their in-basket full of interdepartmental memos, letters, reports, forecasts and other data on their desks, as one receives in an office. The normal phone calls, emails and face to face meetings also keep on happening to give a real office-like environment. Such a simulation of the office in-basket familiarizes the trainees with the role that they are expected to play. They also get acquainted with the nature of communication that they have to perform in the work-settings. Critical incidents are also included in the in-basket to familiarize to the trainees.

While this is one of the most real-life experiences, the trainees might get carried away with the enactment of the scene and might not achieve the desired goal, i.e. learning.

*(vii) Laboratory training*

Laboratory training provides the participants with an extensive experience of how various groups and individuals interact in group situations. Laboratory is a controlled environment for training where the external factor are not allowed to interfere with the training process. The biggest advantage of laboratory training is its effectiveness and the

limitation is that controlled conditions might not provide a real-life enactment of the situations.

## **7.7 Choosing the Right Training Method**

The availability of a wide range of training methods and techniques poses a problem of choosing the one that solves the organizations' problems. Various training methods are compared on three grounds, as specified below:

### *1. Comparing on the basis of training objectives.*

The most commonly specified training objectives, used as a basis for evaluating a training programme are:

- Realistic and manageable part of the job.
- Help with internalizing learning.
- Protection for participants and organization against mistakes.
- Learning to learn
- Exposure to new ideas and methods.
- Experiments with behaviour.
- Membership of new reference groups.
- Setback to think about job as a whole.
- Intensive learning.

### *2. Comparing on the basis of learning process and its stages.*

The training method is evaluated on the basis of the following characteristics of learning process:

- Training programme being realistic.
- Interaction and involvement of training programme.
- Experiences arising out of a training programme.
- Training programme practices.

- Feedback of training programme.
- Repeat practices and feedbacks.
- Conceptual understanding of task and change process.
- Creative experimentation in a training programme.

3. *Comparing training methods on the basis of the available time, skills, facilities and resources.*

Every training programme consumes several resources and the capacity of the organization to sacrifice the same can also be one of the bases of choosing a training programme method.

## **7.8 Summary**

There are various training types of trainings that can be imparted to the trainees. Also, there are various methods to do the same. Some of the important types of training programmes are - Orientation or Induction training, Job training, Apprenticeship training, Internship training, Refresher training and Training for promotion. Induction relates to introducing or orienting a new employee to the organization. When an employee joins an organization, he undergoes job training, which relates to the specific job, which the worker has to perform. Apprenticeship training programmes are more inclined towards education than merely on the vocational training. Under this, both knowledge and skills in doing a job or a series of related jobs are involved. Internship Training involves the educational or vocational institute, which enters into an arrangement with an industrial enterprise, or any organization for providing practical knowledge to its students. The refresher training is meant for

the old employees of the enterprise. The talented employees may be given adequate training to make them eligible for promotion to higher jobs in the organization. Various methods of training may be classified as Vestibule training, On-the-job training and Off-the-job training. Under On-The-Job Training method, the worker is given training at the work place by his immediate supervisor. Vestibule means a cabin and the term 'vestibule training' are used to designate training in a cabin (or a classroom) for semi-skilled jobs. It is more suitable where a large number of employees have to be trained at the same time for the same kind of work. Off-the-job training methods require the worker to undergo training for a specific period away from the work-place. These methods are concerned with both knowledge and skills in doing certain jobs. Each of these techniques and methods has its merits and limitations. The choice of a training method eventually depends on several factors such as the achievement of objectives, learning processes and the availability of the resources.

## **7.9 Key Words**

### *Orientation or Induction Training*

Induction relates to introducing or orienting a new employee to the organization. When a new employee joins any organization, he needs to be acquainted with its procedures, rules and regulations.

### *Apprenticeship Training*

Apprenticeship training programmes are more inclined towards education than merely on the vocational training.

Under this, both knowledge and skills in doing a job or a series of related jobs are involved.

### *On-The-Job Training*

Under this method, the worker is given training at the work place by his immediate supervisor. The worker learns in the actual work environment. It is based on the principle of 'learning by doing'.

### *Vestibule Training*

Vestibule means a cabin and the term 'vestibule training' is used to designate training in a cabin (or a classroom) for semi-skilled jobs. It is more suitable where a large number of employees have to be trained at the same time for the same kind of work.

## **7.10 Self Assessment Questions**

1. Discuss various types of training methods.
2. How do on-the-job training methods score over off-the-job or field training methods?
3. Briefly discuss various field training methods used by the trainers.
4. How do the managers make a choice out of various training methods available to them?

### **7.11 References/ Suggested Reading**

1. Udai Pareek (1997) Training Instruments for HRD, Tata McGraw Hill, New Delhi.
2. Rolf Lynton and Udai Pareek (2000) Training for organizational transformation, Sage Publications, New Delhi.
3. B. Taylor and GL Lippert (1975) Management Development and Training Handbook, McGraw Hill



**Lesson No. 8**

**FACILITIES PLANNING AND TRAINING AIDS**

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**Structure**

- 8.0 Objective
- 8.1 Purpose of Training Aids
- 8.2 Common Training Aids
- 8.2 Common Training Aids8.3 Overhead Projection
- 8.4 Paper-Based Material
- 8.5 Flipcharts
- 8.6 Marker Boards
- 8.7 Audio
- 8.8 Photographic Slides
- 8.9 Synchronized Audio and Slides
- 8.10 Video
- 8.11 Computer Based Aids
- 8.12 Summary
- 8.13 Key Words
- 8.14 Self Assessment Questions
- 8.15 Suggested Readings

**8.0 Objective**

This lesson shall make you understand the purpose and applications of various training aids used by the trainers.

## **8.1 Purpose of Training Aids**

The very objective of training is to help people learn, i.e. assimilate new knowledge or modifying existing knowledge. If the process of dissemination of knowledge is supported with the help of training aids, then the training can become very effective. Well-chosen training aids, or instructional materials, can enhance the effectiveness of the training/learning process.

The use of training aids in learning can achieve the following:

1. Add variety to the learning process and help to maintain involvement and motivation.
2. Benefit those learners whose learning style responds better to one type of approach than another.
3. Provide certain stimuli not available without their use.
4. Encourage interaction between the tutor and the taught.
5. Act as a valuable 'lesson plan' to the trainer, facilitating planning and preparation before the training session.

These advantages can only be realized in practice if the aids are chosen and used paying due regard to:

- (i) The objectives of training.
- (ii) The characteristics of the learners.
- (iii) The characteristics of the various aids available.
- (iv) How the aids will be integrated with other facets of training.

## Planning the training aids

Careful planning is very important to achieve the objectives of any learning activity. In order to help ensure optimum use of training aids, it is often useful for the users to ask some basic questions of themselves:

- (i) What am I trying to achieve?
- (ii) Why am I trying to achieve this?
- (iii) Who will use the aids?
- (iv) What are the characteristics of the users?
- (v) What is the essential content of the aids?
- (vi) How will concepts be developed?
- (vii) How will the aids be used?

After having considered these, the use of training aids is decided. Some of the common training aids in use are discussed in the following text.

### 8.2 Common Training Aids

There are many training aids available to help the trainer to deliver successful training. They can be classified into a number of broad categories:

- (i) *Printed materials* - all texts, handouts and the like.
- (ii) *Non-projected materials* - a variety of visual display materials, for example models, photographic printers, posters, flipcharts and marker-boards.
- (iii) *Still projected material* - overhead projector transparencies (view-foils), slides and microfilm.
- (iv) *Video materials* - video tape, video disc, broadcast television and film.

- (v) *Audio materials* - audiotape, record, compact disc and broadcast radio.
- (vi) *Computer-based materials* - these may involve the application of a computer alone or a computer used in conjunction with other materials (for example compact disc, video disc, audiotape) thus enabling multi-media training aids to be constructed.

The above classification of training aids does not draw very strict boundaries between various types of training aids. There is an overlap between the above categories.

Some of the most commonly used training aids are explained below.

### **8.3 Overhead Projection**

The overhead Projector (OHP) is one of the most versatile training aids available for mass instruction and can also be useful for use in groups. The OHP is well proven, simple, versatile and relatively cheap. It allows the trainer to project any prepared or impromptu image onto a screen. The image is usually drawn on acetate 'viewfoil' placed on the plate of the OHP. Even a model or real object can also be placed instead of a transparent sheet. Images can be pre-prepared or drawn in 'real time'.

Typical uses for the overhead projector to show the structure and objectives of the whole training session so that the learners know where they are going. It also helps to list major points and to draw attention to key words, phrases, etc., to provide a focus for what is being discussed. It helps to collect and display points and opinions from the learners. The

trainer can write on acetate (transparency sheet) and can record feedback on slips of acetate, which can be immediately displayed. The transparency sheets can also be photocopied for later distribution. A OHP is particularly useful to display diagrams, charts and graphs and to display real objects (for example, small items, models, experiments, e.g. magnetic fields). It is an effective tool to focus the attention of learners.

### **Advantages / Strengths of OHP**

- 1 Simple to use, versatile, relatively cheap; clean and quiet.
- 2 Can be used in much the same way as a marker-board, but with the advantages of greater clarity and the ability for the user to maintain eye-contact with the learners.
- 3 Can show 'pre-prepared materials. This allows the use of high-quality images, enables the trainer to build-up banks of notes, diagrams, etc; and helps give confidence to both trainer and learners.
- 4 Can be used to reveal, or build up information.
- 5 Information is generally better understood and retained if it is seen as well as heard.
- 6 Can be used with or without blackout.

### **Limitations / Weaknesses of OHP**

- 1 Can too easily be used in ways which hinder, rather than aid, learning (see below).
- 2 Needs an electricity supply and suitable screen.
- 3 Can become monotonous if used too extensively.

### **Tips for successful use**

The full benefit of the OHP will only be realized if adequate attention is given to:

- 1 How its use will be integrated within the training session;
- 2 The design and preparation of transparency sheets.
- 3 The way the OHP is set-up in the training room.
- 4 The ways in which the OHP is actually used.

### **8.4 Paper-Based Material**

Paper-based materials such as handouts, textbooks, charts, maps, diagrams, etc. are the most commonly used training material for in training within mass, group and individual instruction. However, little thought is sometimes given to their design, preparation and use. Printed materials can serve a number of valuable purposes, for example:

1. As a complete learning medium (e.g. In some individualized training systems; the textbook);
2. To support other training aids (e.g. OHP, audio, tape-slide, the trainer's verbal messages);
3. As a note-taking guide:
4. To encourage interaction;
5. To provide prescribed reading.

How the printed material is used is crucial. Distributing a handout which is subsequently not used or referred to is less than useless! As with all training aids, the use of printed material must be carefully planned and integrated into the training session.

### **Advantages of paper based material**

1. It is simple to use, versatile, relatively cheap, clean and quiet.
2. It provides learners with information they can take away.
3. It can show pre-prepared materials; this allows the use of high quality images and enables the trainer to build up banks of notes, diagrams, etc.
4. It can be used in a wide variety of ways to support mass, group and individual instruction.
5. It can be used to encourage interaction.
6. It can allow large amounts of information to be disseminated relatively quickly (this can also be a severe disadvantage!).
7. It can be used to support the majority of other training aids.

### **Limitations of paper based material**

1. It has the risk of hindering, rather than helping the learning.
2. Too much of the information can be a problem.
3. It can become monotonous if used extensively.

### **Tips for successful use**

The full benefit of paper-based materials will only be realized if adequate attention is given to the following issues:

1. It must be decided on how their use will be integrated within the training session;
2. Their layout and preparation must be planned carefully.
3. The ways in which these will actually be used must be specified.

## **Handouts**

Handouts are one of the most commonly used paper based material. They can take many forms, from straightforward blocks of text to mind-maps, information maps and interactive handouts. Some types of the handouts are explained in the following discussion.

### *Mind-maps*

Mind-maps, or spray diagrams, are an alternative to linear notes. They can be useful for both presenting information and for note-taking by learners, having the advantage that connections and links between parts of the information can be easily shown. To produce successful mind-maps takes practice; their particular style also tends to be 'personal' to the writer, what is optimum for one may be less than so for another.

### *Information mapping*

Information mapping is a way of structuring the presentation of information to make it more easily comprehended by the reader. Each 'map' presents one idea or concept, is laid out in a particular way and is cross-referenced to other maps or sources of information. For example, information pertaining to the use of illustrations in written material, in the information mapping can be shown in the form of Figure 8.2.



<b>Uses of handouts</b>	
<i>Possible roles</i>	<p><i>Effective:</i> enhance interest and motivation</p> <p><i>Attentional:</i> attract and direct attention</p> <p><i>Didactic:</i> showing, providing information</p> <p><i>Retentional:</i> aiding long term recall</p>
<i>Advantages</i>	<p>Useful for conveying concrete Images (e.g. a diagram of a valve may be worth many words of description)</p> <p>Appropriate when explaining visual or spatial concepts</p> <p>Useful to convey Ideas that have to be presented simultaneously (aids multiple discrimination)</p> <p>Can provide holistic Information well</p> <p>Tends to Increase learner motivation and retention of learning (if used appropriately)</p>
<i>Disadvantages</i>	<p>Can be distracting</p> <p>Often time-consuming to produce</p> <p>Words often better to present sequential information</p> <p>Conventions may not be known by readers</p>
<i>Positioning</i>	<p>Positioning is very important to facilitate learning</p> <p>Should be placed immediately after textual reference it possible</p> <p>Captions should be close to illustration</p>

**Figure 8.2 Information mapping**

## **Interactive handouts**

Many handouts tend to be purely presentational. However, the ones that encourage some involvement on the part of the reader are likely to encourage more effective learning. The aims of interactive handouts are to:

1. Encourage learners to become involved in their learning;
2. Help the reader learn; and
3. Help the reader retain information.

Evidence suggests that once the brain has become activated, it is more likely to retrieve not only the information presented, but also the thought patterns, which led to it. To make a successful transfer from short- to long-term memory requires reiteration by the learner (out loud, on paper, in buzz groups, etc.) within about 30 minutes. By writing in his or her own words, the learner is more likely to retain what has been learned.

## **8.5 Flipcharts**

Flipcharts are the large sheets of paper hung from a support bar or easel so that they can be flipped backward and forwards and can be used in a similar way to marker-boards and overhead projectors. They can be used to display pre-prepared sheets or can be written on in 'real time'. Some common uses of the flipcharts are:

1. To show the structure and objectives of the training session so that the learners know where they are going.
2. To list major points and to draw attention to key words, phrases, etc., to provide a focus for what is being discussed.

3. To collect and display points and opinions from the learners (if using, for example buzz-groups or pyramiding, the learners can record feedback on flipchart paper which can be immediately displayed).
4. To display diagrams, charts and graphs.

### **Advantages of flip charts**

1. These are simple to use, versatile, cheap, clean and quiet.
2. The sheets can be removed and displayed around the room.
3. They can be used to reveal and build-up information in much the same way as an OHP.
4. These can be completed easily by learners themselves for later display (e.g. working in groups).
5. Some people find it easier to write on paper than on OHP acetate. Flipcharts can provide a useful alternative.

### **Limitations of flip charts**

1. The size severely limits the amount of information, which can be put on one sheet.
2. They can encourage writing/diagrams too small to be clearly seen.
3. The presenter may need to turn away from the learners when writing.
4. Some people find it more difficult to write on flipcharts than on OHP acetate.

The full benefits of flipcharts will only be realized if adequate attention is given how their use will be integrated within the

training session; and also their design and layout of each sheet.

### **8.6 Marker Boards**

The use of marker boards (whiteboards or chalkboards) is very common, particularly in mass / group instruction. White-boards have the advantage of being cleaner and are generally clearer than chalkboards. In addition, many whiteboards are metallic, allowing objects to be affixed with magnets.

The majority of the applications of marker-boards can be fulfilled as successfully, and possibly more conveniently, by the overhead projector. Much of the information previously given about the OHP also applies to marker-boards.

Some typical uses of the marker-boards are:

1. To show the structure and objectives of the whole training session so that the learners know the direction of the training.
2. To list major points and to draw attention to keywords, phrases, etc. and to provide a focus for what is being discussed by the trainer.
3. To collect and display points and opinions from the learners.
4. To focus the attention of learners.

#### **Advantages of marker boards**

1. Simple to use, versatile, cheap, clean (whiteboards) and quiet.
2. Information is generally better understood and retained if it is seen as well as heard.

3. More clean to use as compared to blackboards.

### **Limitations of marker boards**

1. If used improperly, there is a risk to hinder, rather than aid, learning.
2. They can easily become monotonous if used too extensively.
3. The user needs to turn away from the learners when writing and the speaking is hindered.
4. Some people find it difficult to write legibly on marker-boards.
5. It can be more time consuming as well.

As was in the case of other training aids, full benefit of a marker-board will only be realized if adequate attention is given to how its use will be integrated within the training sessions; and the ways in which the board is actually used.

### **Electronic marker-boards**

'Electronic marker-boards' are generally small (A0 or A1size) with whiteboards, which can be written on with pens just as on a normal board. However, the image can quickly be transferred to paper so as to produce a permanent black and white record of what is written. Electronic marker-boards are particularly useful in small group instruction where learners can be give instant copies of the boards content; for example, when brainstorming or collecting feedback from buzz-groups. Their main disadvantage is cost.

## **8.7 Audio**

The use of audio devices as a training aid is increasingly becoming popular. Audio recordings can be used in mass, group and individual instruction. Tape (both cassette and reel-to-reel), compact disc and Vinyl records are all capable of good quality reproduction. The computer-based audio is fast becoming very popular nowadays. Some typical uses for audio-based training aids are:

1. To bring real sounds into the training room e.g. music, conversation and discussion etc., sound of mechanical processes and the like can be invaluable to facilitate learning.
2. To replay off-air broadcasts. However, due care of the copyright laws must be taken.
3. To act as a vehicle for managing or guiding learning; for example guiding learners working alone or in groups through specific tasks, in much the same way as a trainer would.
4. To recording interviews, discussions or role-play.
5. To play speech and record learner responses for later analysis, particularly in language learning.
6. To record the trainer in his or her normal work, useful as an aid to evaluation.

Although the use of audio play-back is widespread in everyday life, in a training situation its full potential will only be realized if adequate attention is given to how its use will be integrated within the training; and the quality and audibility of the audio.

### **Advantages**

1. Simple to use, relatively cheap.

2. In certain circumstances (for example, music) audio is the only appropriate medium to convey the required information.
3. Can stimulate interest.

### **Limitations**

1. It is useful only for presenting the audio information.
2. It requires appropriate ambience, equipment and an electricity supply.

### **8.8 Photographic Slides**

Photographic slides are a useful method of providing visual illustrations to support mass group or individual instruction. Slides are commercially available or can be produced specially by photographing actual scenes, systems or material carried on other media (be aware of copyright laws). Some uses for photographic slides are:

1. To provide illustrations where clarity and high quality are important; for example, in photographs.
2. Where visual impact is important.
3. In 'professional' presentations, quality slides generally impress.

### **Advantages**

1. Once prepared, they are simple to use.
2. High quality and full colour slides are easy and relatively cheap to produce and can have a high impact.
3. Can show complex diagrams. However care should be taken on not displaying too much detail as this can distract the learners.

4. Can be used for mass instruction via a projector and group, or individualized instruction via a viewer or back-projection unit.

### **Limitations**

1. If using a projector (for example in mass-instruction) blackout may be necessary, thus making it difficult for learners to take notes.
2. It can be less flexible than the overhead projector, because sequencing cannot easily be changed on a majority of projectors.
3. Unless using equipment utilizing two or more projectors, the pauses between slides and abrupt changes of visual images can be annoying; fades and build-up of information cannot effectively be achieved.

### **Tips for successful use**

The full benefit of slides will only be realized if adequate attention is given to:

1. How their use will be integrated within the training.
2. Their sequencing.
3. Their design, preparation and quality.
4. How they are actually used.

If slides are assembled for use in a carousel projector (or back-projector for small group viewing), their sequence will be fixed unless a sophisticated random-access projector is available. Therefore, even greater attention needs to be paid to sequencing and integration.



## **8.9 Synchronized Audio and Slides**

Synchronized audio and slide (or tape-slide) presentations involve the use of a slide projector which is linked to a specially coded audio tape, the tape both presenting audio information and controlling the automatic changing of slides. Alternatively, a computer can be used to control sophisticated multi-projector audio-visual presentations. Tape-slide presentations can be useful in all types of learning systems, a projector being used for mass instruction and groups, and a back-projector with an integrated audio-tape for small groups and individual instruction. Much of the information presented under Photographic Slides and Audio is also applicable to tape-slide.

### **Advantages**

1. Relatively straightforward to use.
2. High-quality full-colour slides can have a greater impact than video.
3. Can be used unattended at displays, exhibitions, etc.

### **Limitations**

1. Time consuming if being self-prepared.
2. If using a projector (e.g. in mass instruction) blackout is necessary, thus making it difficult for learners to take notes.
3. Less easy to set up than a video and TV.
4. Requires suitable equipment, including a synchronization unit to link the projector and audio tape.

### **Planning and designing linked audio and slides**

When planning to use multiple-media presentations, it is even more important to ensure that the planning and design considerations noted at the start of this chapter are taken into account. Once the objectives, characteristics of the intended learners, content, etc., has been decided, then the basic steps in producing a simple tape-slide presentation are:

1. Produce a story-board for the presentation, both slides and audio.
2. Obtain the appropriate slides; if slides are to be taken, then always allow time to take more than you plan to use, and to retake those that are not satisfactory.
3. Assemble the slides into the required sequence.
4. Script the audio, including the length of time each slide/associated audio will last, pauses, etc.
5. Record the audio, including pauses, using the highest-quality equipment available; it is helpful to view the slides as you are recording.
6. Add synchronizing pulses to the tape at the appropriate places where slide-change is required.

### **8.10 Video**

Video is a powerful training aid increasing in-popularity in all types of instruction. The production of video material is beyond the scope of this chapter; some of the texts noted in the bibliography give further details. However, the services of a knowledgeable person, or attendance on a course, is recommended to anyone planning to produce video materials for the first time. Here, only the use of pre-prepared video is considered.

The full benefit of video will only be realized if adequate attention is given to how its use will be integrated within the training session; and the ways in which the video is actually used. Some uses for video

1. To bring a wide range of concrete examples to the learners; particularly useful to stimulate interest, provide an overview, present material for discussion, etc.
2. Can be used to display almost any visual messages (for example, computer-generated graphics in place of the overhead projector).
3. To record, and later play back for analysis and discussion, a wide range of training activities; for example, role-play, simulations, micro-teaching.
4. As a magnification medium to display small objects, processes, etc., to a large group; for example, microscope work, chemical reactions, machinery.
5. Combined with a computer, interactive video opens a wide range of interactive training possibilities.

### **Advantages**

1. Versatile (within the obvious limits of the medium).
2. Excellent for displaying movement.
3. A wide variety of commercially available materials (if recording off air, consider copyright).
4. Used appropriately, can provide an excellent stimulus to learning.

### **Limitations**

1. Watching uninterrupted video generally becomes a passive activity with little learning takes place.

2. Equipment can be expensive, particularly video projectors for use in mass instruction.
3. Video projectors require blackout.

### **8.11 Computer Based Aids**

Computer based training aids are becoming very popular because of the versatility, economy, ease of preparation etc. There are several software available, which can make the presentation process very lively and interesting. For example, MS Office contains Powerpoint presentation software, which allows the users to make the slides in which the text can be supplemented with the visuals and pictures. It allows the use of multiple colours and also enables the special effects by way of animation etc. The slides can be integrated with audio and other related tools to make them more lively and interactive. The slides prepared on a computer can be projected to a large number of audiences with the help of LCD projector. The only limitation of this is that LCD is an expensive equipment and may not be available everywhere.

In addition to the presentation software, online learning is another very potent learning aid, which enables the access of learning material to the audience, who are not even physically present at the place of learning.

### **8.12 Summary**

In the knowledge-based economy of today, constant upgradation of the skills of the human resources is very important. This requires a continuous training. If the process of dissemination of knowledge is supported with the help of training aids, then the training can become very effective. The

use of training aids in learning can add variety to the learning process and help to maintain involvement and motivation. It can benefit those learners whose learning style responds better to one type of approach than another. They encourage interaction between the tutor and the taught and act as a valuable 'lesson plan' to the trainer, facilitating planning and preparation before the training session. However, the use of a training aid must take into account the objectives of training, the characteristics of the learners and the characteristics of the various aids available. There are many training aids available to help the trainer to deliver successful training. They can be classified into a number of broad categories as printed material, non-projected material, still projected material, audio, video and computer based material. The printed materials includes all texts, handouts and the like. The non-projected materials comprise of a variety of visual display materials, for example models, photographic printers, posters, flipcharts and marker-boards. Still projected material entails overhead projector transparencies (view-foils), slides and microfilm. The video based training aids include video tape, video disc, broadcast television and film while the audio materials comprise of audiotape, record, compact disc and broadcast radio. Now, the computer-based training aids are very popular. These may involve the application of a computer alone or a computer used in conjunction with other materials (for example compact disc, video disc, audiotape) thus enabling multi-media training aids to be constructed. While it is well acknowledged that the use of training aids can facilitate the process of learning, however, their use should be

properly planned and must be inline with the learning objectives.

### **8.13 Key Words**

#### *Training Aids*

The material that are used to augment the process of learning in training are called training aids.

#### *Still Projected Material*

The training aids in which the image/text is projected on the screen are called still projected material. They comprise of overhead projectors, slide projectors etc.

### **8.14 Self Assessment Questions**

1. Why is it desirable to use training aids? What considerations would you have while planning the use of training aids?
2. Discuss the merits of paper-based training aids. Are they still useful in the age of power-point presentation?
3. "Blackboard has lost its relevance." Discuss.
4. What are various computer-based training aids? What advantages do they offer over other training aids?

### **8.15 References/ Suggested Reading**

1. Ellington, H. (1985), *Producing Teaching Materials*, Kogan Page.
2. Morphy, S. (1990), *The Manager's Guide to Audio-visual Production*, Kogan Page.
3. Jonassen, D. (1982). *The technology of text*. Vol. 1, Educational Technology Publications.

**Lesson No. 9****TRAINING EVALUATION**

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**Structure**

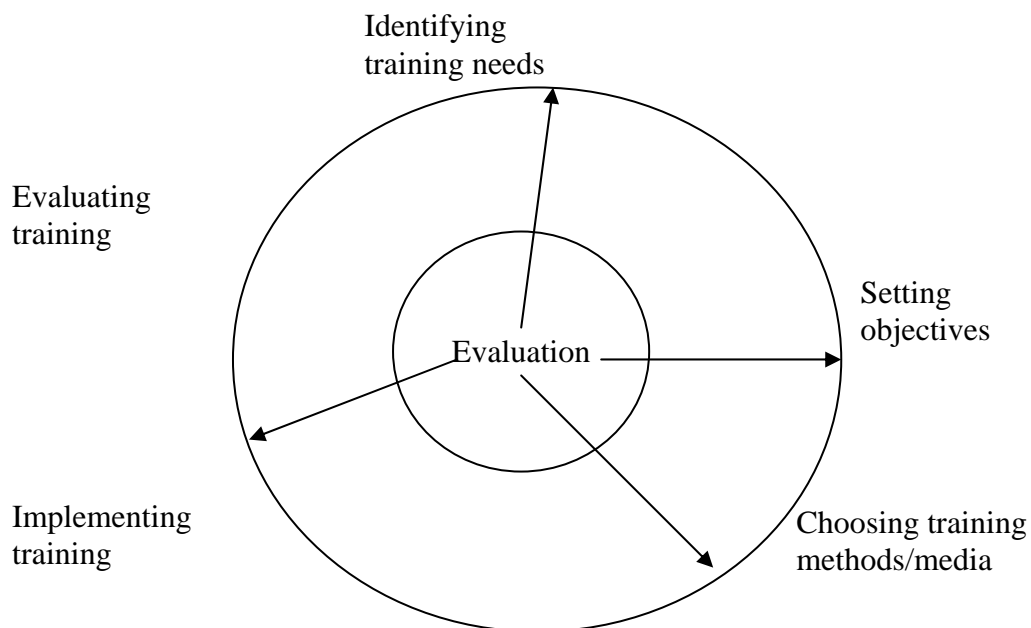
- 9.0 Objective
- 9.1 Introduction
  - 9.1.2 Implementing Training
- 9.2 Training Effectiveness
- 9.3 Post Training Evaluation
- 9.4 Training Evaluation Techniques
  - 9.4.1 Post-Course Assessments.
  - 9.4.2 Pre and Post-Course Tests.
  - 9.4.3 Management Briefing.
  - 9.4.4 Management Debriefing.
  - 9.4.5 Questionnaires.
  - 9.4.6 Appraisals.
  - 9.4.7 Training for promotion.
  - 9.4.8 Assessment/Development Centers.
  - 9.4.9 Repertory Grids.
  - 9.4.10 Surveys.
  - 9.4.11 Trainer Interviews.
  - 9.4.12 Trainer-Observed Behaviour.
  - 9.4.13 Participant Observation.
  - 9.4.14 Records of performance
  - 9.4.15 Action Plan Follow-Up
- 9.5 Summary
- 9.6 Key Words
- 9.7 Self Assessment Questions
- 9.8 Suggested Reading

**9.0 Objective**

After reading this lesson, you shall be able to appreciate the need of evaluating the training and also understand various techniques to assess whether the training has been effective and successful in achieving the desired objective or not.

## 9.1 Introduction

Training is an investment whose results are not evident immediately. So, the justification of all training programmes can be made only when they are critically evaluated in terms of the advantages that an organization gets in comparison to the investment made. While the investments can be measured in terms of money, the advantages can be both monetary as well as non-monetary. Being an activity, which involves a great degree of human factor, the evaluation to training has always been difficult. Generally, trainers have not liked the idea of other people auditing what they do. They have not been very happy with the evaluation techniques that have been applied.



**Figure 9.1 The training cycle**

The lack of effective evaluation can be seen as responsible for keeping training in a subordinate, non-strategic role within many organizations. Most aspects of business come under the



scrutiny of the top management from time to time. They have been interested in looking at costs in relation to benefits delivered by marketing, finance, research and operation divisions. They have largely been unable to do so in relation to training.

There has been a lack of management information, which has contributed to a lack of belief in the ability of the training function to contribute at a strategic level into business as a whole. All managers and trainers have always been curious to know the benefits of training. They have been seeking to devise various systems of measurement, which can assist in the assessment of the benefits.

Before looking at various techniques of training evaluation, it is important to look upon evaluation as an integral part of the training cycle, as shown in Figure 9.1. Evaluation may appear to be the final phase of the training cycle, but due consideration should be given to it in each stage. It is also important to build it in as a phase on its own in order to evaluate the total process.

#### *9.1.1 Identifying training needs and Setting training objectives*

The starting point for any attempt to evaluate the effectiveness of training has to be the relationship between training and the strategic objectives of the company. The trainer needs to be aware of the strategic objectives and relate these to the most effective training response. In the most progressive organizations, the human resources view is considered during the setting of strategic objectives. Many organizations, however, still make strategic decisions, which have a massive impact on the training requirements and

manpower resources of an organization without paying any attention to such requirements. Therefore, not only should the training relate to the strategic needs of the business, it should aim to be party to setting the strategic objectives.

Setting clear and measurable objectives is a precondition to effective training evaluation. The training must address to:

- The skills it proposes to teach.
- How and why these are needed.
- The method to be used for imparting training.
- How the trainee will demonstrate the skills that have been learned.
- How the trainer will assess that the learning has been applied.

Objectives are always more effective when set in behavioural terms – terms which describe the expected behaviour at the output of training.

In order to highlight the importance of setting objectives, consider the following situation when a training manager sets two sets of course objectives:

1. *Course objective -To train managers to conduct interviews.*
2. *Course objectives -On completion of training managers will be able to understand the purpose of an appraisal Interview. They would have developed effective listening and giving feedback skills and practiced these skills in simulated role-plays. The course also aims to enabling the training managers to received feedback on their performance.*

The objectives in the first situation have been specified in general terms, while the second situation is more precise in setting them. It is clear that in the second case the trainer is much more likely to be able to measure his or her effectiveness than in the first, where the objective is set for the trainer and related to the input. In the second example the objectives are related to the trainee and concerned with outputs.

### *9.1.2 Implementing training*

Once objectives have been set, the trainer can start identifying various methods of implementation. There are a large number of training methods available at the disposal of the trainer. The choice of media and the methods of implementation have a lot of impact on training evaluation. Each of these must be evaluated as part of the training cycle and should form part of the final evaluation of the whole process. The training methodology, choice of method and media can have significant effects on the measurement and assessment of the outcome.

After having identified training needs, set the objectives and having chosen the media post-training evaluation for training effectiveness needs to be carried out.

## **9.2 Training Effectiveness**

Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme. The attitudes, interests, values and expectations of the trainees and the training environment influence it. A training programme is likely to be more effective when the trainees are involved in their jobs and have

career plans. Contents of training programme, and the ability of trainers also determine training effectiveness to a certain extent.

### **9.2.1 Criteria for evaluating training effectiveness**

The following criteria may be used to measure the effectiveness of training:

#### *(i) Reactions*

Trainees' reactions to the objectives, contents and methods of training are good indicators of effectiveness. In case the trainees considered the programme worthwhile and liked it, the training can be considered effective.

#### *(ii) Learning.*

The extent to which the trainees have gained the desired knowledge and skills during the training period is a useful basis of evaluating training effectiveness.

#### *(iii) Behaviour.*

Improvement in the job behaviour of the trainees reflects the manner and extent, to which, the learning has been put to practice.

#### *(iv) Results.*

Productivity improvement, quality improvement, cost reduction, accident reduction, reduction in labor turnover and absenteeism are the outcomes of training which can be used for evaluating effectiveness.

### **9.3 Post Training Evaluation**

Training is a human phenomenon. So, there is a large variation in its results. The results of training can show

themselves in both long-run as well as short-run. There can be varying effect of training on the trainees. So, post-training becomes a very tedious exercise for the trainers. Any mistake can lead to wrongful conclusions and even hamper the training process in future.

In general terms, post-training evaluation can be understood in terms of three distinct phases:

*(i) Immediate effect of training*

This relates to changes in knowledge, skill or behaviour immediately after a training experience. Such an evaluation attempts to assess whether or not training has been effective in communicating the message. Immediate evaluation help in answering the following questions:

- Do the trainees understand what is now required of them?
- Have they acquired the necessary behavioural skills to be able to implement the learning?

*(ii) Intermediate*

This phase of evaluation is conducted after some time period has elapsed after the training. During this period, the trainees would have put the skills learnt during training into practice. This evaluation shows whether the knowledge, skill and behaviour, which have been learned during the training, is being put into use on the job. In other words, the evaluation seeks to find whether the change in behaviour, skills and attitude as a result of the training can be identified.

*(iii) Long term*

This refers to the long-term effectiveness of the training on an individual, the unit and/or even the organization.

This evaluation is determines the value of the training delivered and assesses:

- The effectiveness of the training towards achievement of the training objectives.
- The effectiveness of the learning process - in other words, whether the trainees have learned what was set out to teach them.
- Whether the learning has been applied into practice or not.
- Whether the applied learning has brought about the changes required in relation to attitudes, skill or behaviour.

#### **9.4 Training Evaluation Techniques**

The commonly used training evaluation techniques are :-

1. Post-course assessments.
2. Pre- and post-course tests.
3. Management briefing.
4. Management debriefing.
5. Questionnaires.
6. Appraisals.
7. Training for promotion.
8. Assessment/development centres.
9. Repertory grids.
10. Surveys.
11. Trainer interviews.
12. Trainer-observed behaviour.
13. Participant observation.
14. Records of performance.
15. Action plan follow-up.

#### **9.4.1 Post-course assessments**

Post-course assessments are often conducted immediately after the end of a training programme and are the most frequently used method for evaluating a training programme. This evaluation is based on the fact that if the training has been effective and has been delivered in an acceptable manner, the trainees shall respond positively. However, it has been observed by some researchers that the positive response of the trainees is not so much because of the effectiveness of the learning process, but because of their enjoyment of it. Hence, the trainers should not place too much emphasis on individual comments taken from a post-course assessment. However, complete analysis of a set of assessment forms can provide useful insights into those parts of the programme, which the trainees believe to have been the most effective. Despite this limitation, the views and opinions of the trainees should not be discarded lightly, particularly if a consistent view is expressed by a range of people.

This method can be especially useful in assisting the trainer to evaluate and assess the effectiveness of particular instructors or presenters, especially if evidence about similar sessions or courses being presented by other people is available. It may well be that one of the most useful benefits of a post-course assessment is in assisting the trainer to assess the skill of the instructor.

#### **9.4.2 Pre- and post-course tests**

An ideal way of measuring learning is to measure it before (i.e. at the start of a programme) and then to measure the same set of knowledge when it is over. It is often helpful in deciding what needs to be built on, particularly when teaching a

specific skill. The gains made by a training are quite visible by such an evaluation. However, the problem is that reliable techniques for pre and post evaluation might not be available.

#### **9.4.3 Management briefing**

In this technique, the trainer moves out of the area within his own responsibility and becomes much more reliant on the trainee's line manager. Ideally, training should always be the responsibility of the line manager, but in actual practice, they are reluctant to accept this as part of their responsibility. They prefer to pass it on to the trainer. Management briefing can be a useful way of involving line managers, as well as assisting the trainer in the evaluation process. The commonest way of conducting a management briefing is for the trainer to provide the manager with a detailed set of objectives and an outline of the content of a particular programme. The manager then discusses this with the trainee, and together they work out some personal and specific objectives which may be related to the trainee's knowledge, skill or attitude. The trainee who attends a programme having been fully briefed by the manager and who is fully committed to achieving personal objectives will be well prepared for the learning process.

#### **9.4.4 Management de-briefing**

This method of evaluation also requires the complete commitment of line managers. They should review the learning process with the trainee after the programme. However, It is important to note that it is but the application of the learning within that the job the trainee is expected to do has to be evaluated and not merely the learning process itself. A fundamental problem, identified by the vast majority of people



who attend training programmes, is that there is little or no opportunity for them to apply the learning gained when they return to an inevitably busy work situation. Management debriefing can overcome this problem, not only by reviewing the learning, but also by assisting the trainee to understand how to apply it in the work situation.

#### **9.4.5 Questionnaires**

Questionnaire is a very useful instrument to gather information about the effectiveness of training. Any systematic training evaluation must involve the Training Department in following up, at various intervals, people who have attended specific programmes. If the objective is to assess retention and application, the questionnaire should be designed primarily to assess the level of skill or knowledge which the trainee has retained during the period following the training – after three, six or twelve months, whichever period the trainer deems to be appropriate. Trainees should be encouraged to answer honestly and openly without reference to notes or handouts.

A second but no less important use of questionnaires is to identify how and how well the learning has been applied. A trainer might seek answers to the following questions:

- What benefits have trainees gained and what opportunities do they now have for increasing their learning?
- Considerable benefit can also of course be obtained from negative responses. The trainer would want to know what learning has *not* been applied and why.
  - Is it because the learning has not been relevant?
  - Is it because the timing was not opportune?

On the basis of such responses, the trainer can assess whether or not the training being delivered is relevant and applicable to the particular circumstances which need to be evaluated. Questionnaires allow the flexibility of covering up a large number of responses. The respondent might feel more free to respond on a questionnaire than a face to face dialogue.

#### **9.4.6 Training Appraisals**

An essential part of any training appraisal system should be to assess the effectiveness of training delivered during the previous period, and also to assess training needs in relation to future objectives. The application of training effectiveness for the previous period can be assessed by a few simple questions. This applies whether training has been carried out on formal programmes, by the process of self-development or by learning on the job. Because the immediate supervisor of the trainee usually conducts the appraisal, it should be possible for the two people working together to assess the applicability of the training needs of the trainee.

This method provides a very effective feedback, both in terms of evaluation and in terms of the value of the training, which has been delivered.

#### **9.4.7 Training for promotion**

One of the major objectives of any training is to train the prospective managers after promotion. A manager has to perform newer roles after being promoted to a higher position. Leaders' role might be quite difficult for some. The degree of

effectiveness of a manager after promotion can be an indicator of an effective training.

The value of this method depends partly on who is responsible for promotion procedures within an organization. If they are the one-off responsibility of departmental line managers, for example, it may be less valuable. Decisions maybe dismissed as particular idiosyncrasies of the manager. On the other hand if promotion procedures are well considered and involve some objective form of assessment, the training experience of individuals who are promoted is likely to have some relevance to an evaluation of training procedures. Trainers should track and monitor the career progress of trainees, relating their promotion back to course performance. If people who attend programmes are not coming through in terms of promotion some serious questions must be asked about the value of the training being given. If, on the other hand, those having undergone training are promoted on a regular basis, the trainer will get a better response to training.

This method also assists the trainer in assessing whether the training is genuinely associated with, and related to, business needs. In. a company with well-considered promotion procedures, only those people who are capable of meeting business needs are likely to be promoted.

#### **9.4.8 Assessment/development centers**

Many companies now run centers designed to assess employees' potential, also called as assessment centers. The practice to provide people with an opportunity to assess their own development needs along with skilled assessors development centers is also becoming popular. Both these exercises provide a lot of useful information to the trainer,

which can be of relevance to the processes of evaluation. In assessment centers, the potential identified frequently relates back to previous training experience and assists the trainer in evaluating how effective previous training programmes have been.

Development centers enables the trainer to find out whether the identified training needs of individuals are being met or not. Trainers cannot say it with proof that they are responding to the direct and individually identified needs of a group of trainees. Evidence which emerges from development center work, however, provides an ideal basis on which to build evaluation programmes designed to test the effectiveness of training delivered against a check list of specifically identified needs assuming that other techniques of evaluation are applied to the training given.

#### **9.4.9 Repertory grids**

Grid analysis helps trainers assess performance on two dimensions simultaneously. Usually, the trainer is concerned over assessing performance both in relation to the skill level and the motivational level. Many people who have the necessary degree of skill to do a job effectively lack the motivation, and vice versa. Grid analysis assists the trainer to evaluate both factors and to plot them on a grid. Working with line managers, this type of approach enables the trainer to assess real training requirements and also to follow up the delivery of the training once it has been completed.

#### **9.4.10 Surveys**

Many organizations conduct a lot market research into customer attitudes. Even surveys into employee attitudes and

communications audits are a common management experience. Such information provides a useful base on which to assess current performance and to build future performance. On similar lines, surveys are being conducted to find out the organizations' training needs and they apply with equal force to the evaluation of training delivery. A full-scale or even a shorter, more qualitative survey can be carried out effectively in most of organizations. Sometimes the information the trainer is seeking may be of a more confidential nature. Then, it may be necessary either to employ the services of an external consultant or to allow people to respond anonymously.

Questionnaires can also be used to find out how people perceive the benefits from training experiences in the past and also to identify what they believe would be the most valuable training experience for them in the future. This method of survey is often most effective if it is followed up by shorter qualitative interviews based on the initial findings.

#### **9.4.11 Trainer interviews**

Interviewing the former trainees provides useful insights into their experiences with training. Structured interviews are more effective, with each interviewee being asked the same set of questions. This allows effective analysis of response, and also helps in keeping the interview on track. Interviewing is time consuming and needs a lot of resources. So, a proper assessment of the costs and benefits must be done before using them as an assessment tool.

The greatest benefit of interview-based evaluation is that the trainer can gain a great deal of information through a mixture of closed and open questions designed to probe in detail the

trainee's responses. Such an approach can cover knowledge, skill and attitude assessment, both in the initial and latter phases of evaluation. If this approach is linked with a more quantitative approach, as outlined earlier, it can provide trainers with a good feel for the effectiveness of the programmes they have been responsible for delivering.

#### **9.4.12 Trainer-observed behaviour**

This evaluation method is most valuable in relation to action-based learning, including role-plays and simulations. The trainer can observe how behaviour has changed as a result of learning and feedback, and can reinforce this with additional feedback to the trainee after a particular exercise or experience. It should be noted that feedback is an essential part of this type of evaluation, and the trainers cannot expect sound behaviour they observe to be repeated unless they provide some kind of positive reinforcement. Putting the learnt behaviour into practice can contribute to the success of such a training programme.

#### **9.4.13 Participant observation**

Observation is a good method of any evaluation programme. As with trainer observation, trainees learn a great deal from their colleagues who can observe and give opinions, particularly about the behaviour identified with the training. However, an objective feedback is an essential aspect of such an exercise. Observation is most effective where the trainer or participant is concerned with immediate evaluation of the learning, and has less application to the long-term benefits of training.

#### **9.4.14 Records of performance**

Many organizations keep a record of the performance, either through detailed appraisal systems or through the use of effective personnel reports. In such a situation, it is possible to use them to identify training needs and or to evaluate the training delivered. Working closely with the line manager, the trainer needs to identify through performance records how effective an individual employee has been in relation to the training received. As with all methods of evaluation, the relevant performance records only can provide a real measure of training effectiveness.

If, the trainers can identify those people who have been most successful after the training, they can assume it to be a clear indication of training effectiveness. It is also possible for the trainer in this situation to identify those people with low performance levels who perhaps have not received the same training experiences as the others. Again, this can provide evidence of training need, as well as a measure of the effectiveness of training within that department.

#### **9.4.15 Action plan follow-up**

It is a common practice that after most training experiences, trainers usually ask the participants to complete an action plan. However, these action plans (which can be in the form of projects etc.) are not referred to by the trainee nor the trainer.

If used judiciously such plans can be used effectively as a means of evaluating the training effectiveness. It requires a joint effort by the line manager and the trainers who can follow up by interviews, a survey or just a brief letter to all participants to assess whether or not the action plans so 'enthusiastically' made on the final morning of the course have

now been implemented – and if not, why not. What, in other words, have been the barriers to implementation? If this method of follow-up is to be effective, trainers must develop close relationships with line managers and must be seen to have a genuine desire to assist and evaluate rather than to forcibly impose their own solution which, in any event, are unlikely to be as effective as if they had been undertaken willingly.

### **9.5 Summary**

Evaluation of training is an important activity because it is the only way to justify the investments. Except in a few situations, the results of training are not visible immediately. Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme. The attitudes, interests, values and expectations of the trainees and the training environment influence it. The criteria to measure the effectiveness of training are based on the reactions, learning, behaviour and results. Post-training evaluation can be understood in terms of Immediate, short-term and long-term effects of training. It is most common to measure the immediate effects of training. The common techniques for the same are Post-course assessments and tests, management briefing and debriefing, questionnaires, appraisals, surveys, repertory grids, observation etc.

Post-course assessments are often conducted immediately after the end of a training programme and are the most frequently used method for evaluating a training programme. Another effective technique is pre- and post-course tests. Questionnaire is very useful instruments to gather information about the effectiveness of training and is commonly used. Grid



analysis helps trainers assess performance on two dimensions simultaneously. In a rapidly changing scenario like the present times, the human resources have to be constantly updated as newer skills. Continued training is an important activity in most modern knowledge-based industries. So, evaluation of the effectiveness of training is an important pre-requisite for planning and setting the training objectives.

## **9.6 Key Words**

### *Training effectiveness*

Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme.

### *Management briefing*

In this technique, the trainer moves out of the area within his own responsibility and becomes much more reliant on the trainee's line manager.

### *Repertory grids*

Grid analysis helps trainers assess performance on two dimensions simultaneously.

### **9.7 Self Assessment Questions:**

1. Why is it important to evaluate training? Is it really possible to evaluate training?
2. Discuss the concept of training cycle.
3. 'Immediate post-training evaluation is the most reliable evaluation technique' Comment.
4. Differentiate between management briefing and management debriefing.

### **9.8 Suggested Reading**

1. Bramley, P. (1986), *Evaluation of Training*, BACIE.
2. Jackson, T. (1989), *Evaluation : relating training to business performance*, Kogan Page.
3. Pepper, A.D. (1986), *Managing the training and development function*, Gower.
4. Rae, L. (1986), *How to Measure Training Effectiveness*, Gower.

**Lesson No. 10****TRAINING & DEVELOPMENT IN INDIA**

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**Structure**

10.0	Objective
10.1	Introduction
10.2	Factors fostering training and development before 1991
10.3	Status of training & development before 1991
10.4	Institutional set up for training
10.5	Critical analysis of training programmes in India
10.6	Case 1: Training through Quality Circles
10.7	Newer challenges of training
10.8	Summary
10.9	Key Words
10.10	Self Assessment Questions
10.11	Suggested Reading

**10.0 Objective**

After reading this lesson, you shall be able to:

- Understand the status of training and development in India.
- Identify the newer challenges to training and development in India

**10.1 Introduction**

India has kept pace with the world in terms of economic reforms, which were initiated in 1991. Since then, widespread changes have taken place in the Indian work force. India has proved her strength in the knowledge-based industries, which is evident from the fact that even the best companies are

outsourcing their business operations from India. However, the biggest challenge before the Indian professionals of today is that they have to keep pace with the changing environment. The pace of change is so fast that it has even defied Moore's law. The professionals of the twenty-first century have to relearn the newer skills to keep themselves updated. This is possible only when planned training is provided to them.

India has realized the need for training the manpower even in the pre-liberalization days and had built up sizable institutional infrastructure to train and develop the human resources to meet the requirements of the professionals. This lesson studies the status of training and development in India before and after 1991 and in public and private sectors.

## **10.2 Factors fostering training and development before 1991**

The status of training and development before 1991 can be studied in light of the prevailing socio-economic conditions, which fostered the conduct of training and development in the organizations. Encouraged by international labour organization and National Institute of Labour, Delhi, the training as an essential function of business had started attracting the attention of both academicians as well as practitioners in India. Some of the common factors highlighting the need of training are:

1. The profile of Indian industrial worker was substantially changing overtime. From an illiterate, rural, low caste individual to educated, urban and essentially belonging to upper caste person, the Indian worker was coming a long

way. As the industrial development took place, the workers nurtured different hopes and aspirations and more became more committed to the factory way of life. Amidst this change, training became an essential function to ensure higher motivation of the workers and to increase their productivity.

2. Indian corporate sector has realised the need for development of human resources and considered them as important as other factors like finances and technology. Work force is an equally significant input even resulted in the survival of an organization. This realization has into constitution of the Ministry of Human Resources Development. Major investments have to be made in keeping human resources in the 'best shape' for it to perform. Mere willingness to work cannot boost the morale of the worker unless he has socially accepted positions required for the industrial way of life. The Indian worker is deprived of such a position and his wish has to be recognized and rewarded. This cannot be achieved without proper training and development.
3. According to the Census of India (1981) 33.44 per cent of the total population constitutes main workers. Of these, about 30 per cent work in industry, trade, commerce, transportation etc. It was estimated that approximately 10 per cent of the work force was currently employed in the organised sector, most of which was unionized and vocal. A quick look at the registration of unions and their membership showed that both were steadily increasing over time. At the same time the frequency of strikes and

mandays lost is also increased over time. In light of changing constitution of work force and increased unrest impending productivity, it is important that steps such as proper training be taken for a developing country like India. The loss in productivity cannot be justified for sustained economic growth.

4. As a result of growing knowledge of human behaviour in general, and industrial behaviour in particular, both the academicians and the practitioners were gaining the necessary confidence to think of innovative modules to understand, predict and control human behaviour. There was a growing trend of experimenting with newer concepts, theories and framework which laid the foundation for determining most effective utilization of human resources by inculcating a new sense of freedom and resultant increase in productivity.

### **10.3 Status of training & development before 1991**

CB Mamoria had estimated in the early eighties that India had about 100,000 to 140,000 managers in the manufacturing sector, which was the most dominant economic sector in those days. About 3000 managers were added to the pool in the country every year. Of these, 1000 managers had their master's degree in management and about 2000 untrained managers were added every year. Of this number, about 30000 managers and officers working in India attended the training programmes. Thus, there was a wide gap in the training of the managers and officers. The condition of the workers at the lower level was even more pathetic. The gap was particularly evident in power,

transport, civil services, industry, hospitals and education. There was an imbalance in the management education as well. Most of the managerial training concentrated in some traditional industries such as textiles etc. The pressing need of those times were:

- (i) Technically qualified managers in the technologically advanced sectors such as engineering, steel, fertilizers, petroleum etc.
- (ii) Professional management of public utility services.
- (iii) Training of government officials and staff.
- (iv) Management development for senior positions such as Vice-Chancellors, Deans of hospitals, police officers etc.

In 1965, JRD Tata remarked that “Trained managers are vital to economic development of the country. The business of executive management has been one of the most crucial, essential and one of the most difficult elements in providing continuity and efficient management.”

#### **10.4 Institutional set up for training**

The institutions providing training to the managerial and non-managerial staff can be divided into four groups:

- (i) In-company programmes
- (ii) Programmes organized by management associations, productivity councils, consultants etc.
- (iii) University Departments
- (iv) Programmes conducted by independent institutions

The role and functions of each of these are explained in the following discussion.

#### **10.4.1 In-company programmes**

These training programmes emphasize the company philosophy and practices and help in developing its corporate objectives. Such training programmes are also used as an induction activity for training new employees into the organization. Some of the techniques employed for in-company training are:

- On-the-job training
- Rotational assignments
- Special assignments
- Workshops
- Meetings
- Periodicals
- Planned programmes
- Conferences
- Understudy
- Executive position enlargement
- Coaching

A large number of companies, both in the public and private sector have their own in-house training department, which imparts training to their managers. Some of the large public sector undertakings are ONGC, Hindustan Machine Tools, SAIL, public sector banks, BHEL, Reserve Bank of India etc.

Some important industries in the private sector using in-company training are pharmaceuticals, IT, computer hardware,



MNCs engaged in FMCG, banks, financial sector etc. These companies conduct training at the time of entry of the new executives for familiarizing them with the job, which they are expected to perform. Since these companies work in a rapidly changing technological environment, they have to update the skills of their human resources continuously. So, even the existing employees have to undergo regular training. Another reason why training is important in such organizations is a very high rate of labor turnover. The executives change their jobs very frequently in these sectors of the economy. So, these companies undertake regular in-company training. Mostly, the training concentrates on selling skills, learning newer technologies and computer languages or familiarizing with the newer machinery and the gadgets, with which the executives have to work on. Progressive companies like GE have a very comprehensive programme for imparting managerial skills to their executives.

Another emerging area in this sector is the BPO. Since BPOs operate in high-tech areas. So, they have to undertake a comprehensive training activity.

#### **10.4.2 Programmes organized by management associations, productivity councils, consultants etc.**

Several institutions such as management associations, productivity councils, consultants etc. provide training to the executives. These bodies address to the current problems being faced by the industry and frame the training programmes, which

are problem-oriented. The training programmes conducted by such organizations are of the following types:

- Development programmes
- Technique programmes
- Trainee programmes
- Appreciation programmes
- Small industries programmes

Some of the popular management associations conducting such programmes are All India Management Association (AIMA), Management Associations of cities such as Delhi, Kolkata, Chennai, Mumbai, Chandigarh, Ludhiana, Ahmedabad etc. There are several Productivity Councils such a National Productivity Council, Delhi Productivity Council etc. which also conduct the training programmes for the executives in their catchment areas.

#### **10.4.3 University Departments**

Besides offering regular MBA and other professional study programmes, several university departments also conduct training programmes for the industry. However, the fact remains that university faculty in most of the universities is less updated on the practical aspects and is more academically oriented. So, they have not been very popular in providing training to the industry. Only a few universities have been able to develop linkages with the industry and are conducting the training programmes successfully, others remain away from the industry.

Besides industry, another major activity of the university departments is the conduct of faculty development programmes and refresher courses aimed at updating the skills of the university and college teachers. The University Grants Commission has made it mandatory for the teachers to undergo periodical refresher courses. For this purposes, Academic Staff Colleges have been set up by the assistance provided by the UGC. These colleges are located in the universities and conduct refresher and orientation courses in various university teaching departments. The duration of a refresher course is 21 days and that of an orientation course is 28 days. The local resources and pool of knowledge is used for updating the skills of college and university teachers.

Another major technique used by the university departments is the conduct of seminars and workshops. These forums provide an ideal platform for the exchange of ideas and can become a source of knowledge for the participants. Usually, such seminars have industry linkages and offer some tangible advantage to the participants.

#### **10.4.4 Programmes conducted by independent institutions**

Management education has grown by leaps and bounds and the most active in this have been the autonomous and independent institutions. They conduct very realistic training programmes in the fields of business and industry. Some of the premier institutions providing training are:

- Indian Institutes of Management
- Indian Institutes of Technology

- Indian Institute of Personnel Management
- Lal Bahadur National Academy, Missouri
- Administrative Staff College of India
- YMCA Institutes
- National Institute of Labour Management
- National Institute of Bank Management
- National Institute of Financial Management
- Indian Institutes of Foreign Trade
- Defence Institute of Work Study
- Institute of Defence Management

The following table enlists the relevant features various training institutes.

**Table 10.1 Features of Training Institutes**

	<b>Organizing Agencies</b>	<b>Areas of Management</b>	<b>Distinct Features</b>
1	In-Company	First training of new entrants and junior/middle level executives	Efforts tend to be indoctrinating
2	Management Associations, Productivity Councils	Executives at middle level	Special skills and techniques
3	Universities	Executives at middle level	Learning process and educational foundation
4	Independent	Senior and top level executives	Cross-fertilization of ideas

### **10.5 Critical analysis of training programmes in India**

A lot of research has been done to evaluate the effectiveness of the training programmes and some of the interesting findings of these are:

### 1. *Duplication of effort*

Most of the training programmes have lot duplication. There is a lack of coherence between the training programmes conducted by various institutions. If an executive has attended one training programme, he is unlikely to get a new content if he attends another one on a similar topic. This erodes the interests of the trainees.

### 2. *Far from reality*

The training programmes are generally conducted by the academic institutions, who might not have a very good rapport with the industry. So, their training is often far from reality. The academic institutions are particularly guilty of a lack of updation because of typical work conditions prevailing there.

### 3. *Conduced by generalists*

Very few behavioural scientists engage themselves into the training programmes. So, the training programmes are often conducted by those who do not have the required skills. There are a few institutions which train the tutors, but not all tutors attend these programmes. Lack of basic skills makes their training shallow, which can fail to impress the trainees.

### 4. *Improper need identification*

There is a big gap in identifying the training needs. Not much homework is done by the organizers of the training programmes on identifying the needs of training. Even the client organizations are not very much aware of their training needs. So, most public sector organizations fail to get any tangible benefits out of a training programme.

### 5. *Inadequate training facilities*

Even in the times of technological developments, there are areas which might lag in terms of resources for providing training. This can be a major handicap in making training effective.

However, this should not mean that the training initiatives in the early times were ineffective. They played a vital role in the early days and there was a marked improvement in the productivity of the employees in those days. The following case demonstrates how BHEL used Quality Circles as a means of training its employees and were successful in improving their productivity.

### **10.6 Case 1: Training through Quality Circles**

Bharat Heavy Electricals Limited is the pioneer in implementation of Quality Circles in India. It started five QCs in its various workshops at Ramachandrapuram Unit in January 1981,.Later quality circles are introduced in other shops and by October 1983 as many as 288 QCs were operating in BHEL, of which 121 of them were in the Hyderabad division alone.

The objective of QC in BHEL is *to achieve and sustain a reputation for quality at competitive prices in the national and international markets for entire product range.* The specific objectives laid out for QC programme at BHEL were:

1. Reduce human error and enhance quality.

2. Inspire more effective teamwork.
3. Promote job involvement.
4. Increase employee motivation.
5. Create a problem-Solving capability.
6. Build an attitude of problem prevention.
7. Improve company communication.
8. Develop harmonious manager worker relationship.
9. Promote personal and leadership development.
10. Develop greater safety awareness.

The important functions of QC in BHEL included the following:

- a. Preparation of quality control manuals.
- b. Preparation of quality plans for various products.
- c. Formulation of annual quality improvement plans.
- d. Conduct quality audit.
- e. Quality training and education.
- f. Creation of quality awareness.

In BHEL, there was a separate unit which coordinates all activities relating to QC. There were officers designated as General Manager (Quality), Senior Manager (Quality Assurance) and Engineer (Quality Circles) etc. As on November 30, 1985 there were 1452 Quality Circles in BHEL involving 14,236 employees as members. This

constituted about one-fifth of the total eligible work force at BHEL.

According to one estimate in the year 1982-83, the theme and percentage of time spent on them were as follows.

Productivity	50.6%
Quality	23.6%
Cost reduction	11.5%
House-Keeping	10.8%
Safety	3.5%

A number of other organisations also started QC. Prominent among them are Kirloskar Oil Engines Ltd, J.K. Jute Mills, Bharat forge Co Ltd, Sri Ram Fibres Ltd, Hindustan Aeronautics Ltd, TELCO, Jyoti, Ltd, Lucas-TVS, Hindustan Machine Tools, Crompton Greaves, Bajaj Auto ,and Durgapur Steel Plant, etc.

Quality Circle Forum of India was established on 1st April 1982 with the purpose of providing Indian organisations a forum to share experiences on QC and disseminate QC information to all those interested. The latter objective was achieved by a quarterly journal called "Quality Circle India". Various reports are published about the success and failures of quality circles in India. On the whole, Indian experience with quality circles is a mix of success and failure. In the changing time, the focus has shifted to newer concepts like ISO and Total Quality Management and sometimes the concept of quality circles is seen as relegated to the



background. Still, these have been a good training experience for most organizations, wherein the employees have learnt to improve their working.

### **10.7 Newer challenges of training**

The winds of change have brought about a paradigm shift in the ethos and philosophy of training. In Europe, change of outlook was discussed in the mid eighties and the researchers felt that the training of future should provide for the following features:

- Free the trainer from location constrains
- Sustain the trainee's motivation and confidence
- Protect the trainee from mistakes which could damage either him or his organization
- Encourage self analysis and insight
- Eliminate blame and discouragement
- Be under trainee's control
- Permit individual valuation and choice in learning
- Give every trainee to acquire skills which would enrich his future

The training of twenty-first century has newer challenges, which can be stated as under:

#### *10.7.1 Newer training needs*

We are living in the age of competition and information technology. So, training has newer needs and objectives to fulfill. There is a lot of pressure on the executives to give some measurable and tangible results. So, the abstract objectives of training also do not hold good. The needs defined for a training programme must be stated in clear measurable terms. The pace of change keeps the need identification

also as a dynamic process, which the trainees as well as the trainers must learn.

#### *10.7.2 Newer trainees*

The work-force of today has undergone a sea change from what was in the earlier days. The worker of today is highly qualified and technically competent. The training for such workers must address to newer skills, otherwise the trainees might lose interest. There is also a demographic change in the work-force profile. The worker of today comprises of many classes and sub-cultures. There is a high degree of mobility of work-force. A lot of female workers have joined the professional life. All these changes have changed the very approach towards the work. The training programmes of today must fulfill the aspirations of diverse mix of the work-force. At the same time, it must provide a tangible utility to them.

#### *10.7.3 Newer trainers*

Training is no longer a service, it has become a profession. There is no dearth of trainers earning in seven digits annually. For them, training is a professional exercise. They are under hurry to take up newer assignment and might not devote much time on one job. The degree of affiliation and commitment to an organization and its assignment is missing. Also, the skill level of the trainers has also undergone a sea change. This makes the job of the planners more demanding, who have to balance the conflicting requirements of the training needs of their organization and the interests of the trainer.

#### *10.7.4 Newer facilities*

4 The age of technology has provided several newer facilities such as power-point presentations, interactive learning systems, remote learning, video conferencing, chatting etc. While these make the learning more meaningful and interesting, but technological gaps can occur at certain points. Some trainees might not appreciate these newer facilities. These facilities might not be available at all locations. Even all trainers might not be comfortable with all types of facilities. The facility planning remains a crucial task, as has been always.

#### 5 *10.7.5 Newer methods of training*

6 There are several newer methods of learning and training. Many trainers are using modular approach to training. Distance learning and online learning are becoming the order of the day. Virtual classrooms are giving way to earlier classes, which confined into the four walls. The trainee can learn at his own convenience. The flexibility of approach makes the entire training process very typical. Newer method does not mean more effectiveness. The trainers have to balance the methods with the needs and capabilities of the trainees.

#### 7 *10.7.6 Newer methods of evaluation*

Training is being evaluated differently. There is a lot of pressure on measurable results. So, the tutors have to design their training programmes in such a manner that training exhibits convincing results and the top management continues to support their efforts.

## 10.8 Summary

India has kept pace with the world in terms of economic reforms, and since then, widespread changes have taken place in the Indian work force. However, the biggest challenge before the Indian professionals of today is that they have to keep pace with the changing environment. India has realized the need for training the manpower even in the pre-liberalization days and had built up sizable institutional infrastructure to train and develop the human resources to meet the requirements of the professionals. The institutions providing training to the managerial and non-managerial staff can be divided into four groups - In-company programmes, Programmes organized by management associations, productivity councils, consultants etc., University Departments and the Programmes conducted by independent institutions. These institutions had their own merits and demerits and catered to the needs of the industry and government departments. Some of the common types of training programmes organized by them included the Development programmes, Technique programmes, Trainee programmes, Appreciation programmes, Small industries programmes etc.

The main problems with the training programmes conducted in India suffer from the maladies such as - duplication of effort, being far from reality, being conducted by generalists, improper need identification, and having *inadequate training facilities*. *The training programmes of the future shall have to free the trainer from location constraints and Sustain the trainee's motivation and confidence. They need to protect the trainee from mistakes which could damage either him or his organization, encourage self analysis and insight and eliminate blame and discouragement. The training*

programmes of the twenty first century shall be under trainee's control and permit individual valuation and choice in learning. Such an exercise shall give every trainee to acquire skills which would enrich his future.

## **10.9 Key Words**

### **Moore's Law**

This law states that the capacity of the computer chip doubles in every eighteen months. This law is often quoted to highlight the rapid pace of technology change.

### *In-company programmes*

These training programmes are organized in the companies and the trainee undergoes on-the-job training.

## **10.10 Self Assessment Questions**

1. Discuss the status of training in India before 1991.
2. What institutions are imparting professional training to the business managers?
3. What role do you see for various institutions, which are imparting training to the professional managers?
4. What are the newer changes in the context of training in the present times?

## **10.11 References/Suggested Readings**

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