METHODS OF TRAINING AND DEVELOPMENT

Kanu Raheja
Assistant Professor, MBA, Satpriya Group of Institutions, Rohtak

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Corresponding Author:
Kanu Raheja
Assistant Professor, MBA, Satpriya Group of Institutions, Rohtak

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ABSTRACT

Training and Development is an important function of Human Resource management. It aims to improve employees’ skills by making them learn new techniques of doing work. It helps, updating their knowledge of doing work which results in increasing their efficiency and hence, results in increasing productivity of an organisation. Since Human resource is the most important asset of an organisation so, making best use of them is possible with the help of training which leads to their as well as organisation's development.

INTRODUCTION

Training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including “human resource development”, and “learning and development.”

Training and development -- or “learning and development” as many refer to it now -- is one of the most important aspects of our lives and our work. The official and ongoing educational activities within an organization designed to enhance the fulfillment and performance of employees. Training and development programs offered by a business might include a variety of educational techniques and programs that can be attended on a compulsory or voluntary basis by staff.

TRADITIONAL AND MODERN APPROACH OF TRAINING AND DEVELOPMENT

Traditional Approach – Most of the organizations before never used to believe in training. They were holding the traditional view that managers are born and not made. There were also some views that training is a very costly affair and not worth. Organizations used to believe more in executive pinching. But now the scenario seems to be changing.

The modern approach of training and development is that Indian Organizations have realized the importance of corporate training. Training is now considered as more of retention tool than a cost. The training system in Indian Industry has been changed to create a smarter workforce and yield the best results.

The name of the discipline has been debated, with the Chartered Institute of Personnel and Development in 2000 arguing that "human resource development" is too evocative of the master-slave relationship between employer and employee for those who refer to their employees as “partners” or “associates” to feel comfortable with. Eventually, the CIPD settled upon "learning and development", although that was itself not free from problems, "learning" being an over-general and ambiguous name, and most organizations referring to it as "training and development".

Training and development encompasses three main activities: training, education, and development.

• Training: This activity is both focused upon, and evaluated against, the job that an individual currently holds.
• Education: This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.
• Development: This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

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**Importance of Training and Development**

I. Help in addressing employee weaknesses: Most workers have certain weaknesses in their workplace, which hinder them from giving the best services. Training assists in eliminating these weaknesses, by strengthening workers' skills. A well-organized development program helps employees gain similar skills and knowledge, thus bringing them all to a higher uniform level. This simply means that the whole workforce is reliable, so the company or organization doesn't have to rely only on specific employees.

II. Improvement in workers performance: A properly trained employee becomes more informed about procedures for various tasks. The worker confidence is also boosted by training and development. This confidence comes from the fact that the employee is fully aware of his/her roles and responsibilities. It helps the worker carry out the duties in a better way and even find new ideas to incorporate in the daily execution of duty.

III. Consistency in duty performance: A well-organized training and development program gives the workers constant knowledge and experience. Consistency is very vital when it comes to an organization's or company's procedures and policies. This mostly includes administrative procedures and ethics during execution of duty.

IV. Ensuring worker satisfaction: Training makes the employee also feel satisfied with the role they play in the company or organization. This is driven by the great ability that they gain to execute their duties. They feel they belong to the company or the organization that they work for and the only way to reward it is giving the best services they can.

V. Increased productivity: Through training and development the employee acquires all the knowledge and skills needed in their day-to-day tasks. Workers can perform at a faster rate and with efficiency thus increasing overall productivity of the company. They also gain new tactics of overcoming challenges when they face them.

VI. Improved quality of services and products: Employees gain standard methods to use in their tasks. They are also able to maintain uniformity in the output they give. This results with a company that gives satisfying services or goods.

VII. Reduced cost: Training and development results with optimal utilization of resources in a company or organization. There is no wastage of resources, which may cause extra expenses. Accidents are also reduced during working. All the machines and resources are used economically, reducing expenditure.

VIII. Reduction in supervision: The moment they gain the necessary skills and knowledge, employees will become more confident. They will become self-reliant and require only little guidance as they perform their tasks. The supervisor can depend on the employee's decision to give quality output. This relieves supervisors the burden of constantly having to give directives on what should be done.[7]  

**Difference between Training & Development?**

**Training:** means learning skills and knowledge for doing a particular job and increase skills required for a job.

**Development:** refers to the growth of an employee in all respect. It is most concerned with shaping the attitudes.

1. Training generally imparts specific Development is more general in nature skills to the employees. & aim at overall growth of the executive.
2. Training is concerned with maintaining Development build up & competencies improved current job performance. For future performances.
3. Training is short term perspective. Dev. Is long term perspective.
5. The role of trainer or supervisor is All dev. is self-dev. and the executive very important in training. has to be internally motivated for the same.

6. Training divided into three groups: Development methods are:- Workers or Operative Group – Position Rotation Training - Supervisory Group, Conference - Management Group, Service etc.[8]

**Training Methods:**

A. **On-the-job Training Methods:**

1. Coaching
2. Mentoring
3. Job Rotation
4. Job Instruction Technology
5. Apprenticeship
6. Understudy

B. **Off-the-Job Training Methods:**

1. Lectures and Conferences
2. Vestibule Training
3. Simulation Exercises
4. Sensitivity Training
5. Transactional Training

A. **On-the-job training Methods:**

Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behaviour. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1. **Coaching:**

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetuates the existing practices and styles. In India most of the scooter mechanics are trained only through this method.

2. **Mentoring:**

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to-one interaction, like coaching.

3. **Job Rotation:**

It is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a
During the Second World War, this method was used to methods to work and to get rid of initial nervousness. This enables the workers to secure training in the best jobs in the actual workshop. After training workers in the actual workshop conditions, the workers are trained in a prototype offers access to something new (learning). In vestibule training, the workers are paid remuneration according the apprenticeship agreements.

**4. Job Instructional Technique (JIT):**
It is a step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called ‘frames’. This method is a valuable tool for all educators (teachers and trainers). It helps us:
- a. To deliver step-by-step instruction
- b. To know when the learner has learned
- c. To be due diligent (in many work-place environments)

**5. Apprenticeship:**
Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters. The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organisation after securing training. The apprentices are paid remuneration according the apprenticeship agreements.

**6. Understudy:**
In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a film). The subordinate learns through experience and observation by participating in handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

**B. Off-the-job Training Methods:**
Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression. Important methods include:

1. **Lectures and Conferences:**
Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It’s a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

2. **Vestibule Training:**
Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant. An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put in similar jobs in the actual workshop. This enables the workers to secure training in the best methods to work and to get rid of initial nervousness. During the Second World War II, this method was used to train a large number of workers in a short period of time. It may also be used as a preliminary to on-the-job training. Duration ranges from few days to few weeks. It prevents trainees to commit costly mistakes on the actual machines.

**3. Simulation Exercises:**
Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.

(a) **Management Games:**
Properly designed games help to ingrain thinking habits, analytical, logical and reasoning capabilities, importance of team work, time management, to make decisions lacking complete information, communication and leadership capabilities. Use of management games can encourage novel, innovative mechanisms for coping with stress. Management games orient a candidate with practical applicability of the subject. These games help to appreciate management concepts in a practical way. Different games are used for training general managers and the middle management and functional heads – executive Games and functional heads.

(b) **Case Study:**
Case studies are complex examples which give an insight into the context of a problem as well as illustrating the main point. Case Studies are trainee centered activities based on topics that demonstrate theoretical concepts in an applied setting. A case study allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice, encourage active learning, provides an opportunity for the development of key skills such as communication, group working and problem solving, and increases the trainees” enjoyment of the topic and hence their desire to learn.

(c) **Role Playing:**
Each trainee takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. It emphasizes the “real- world” side of science and challenges students to deal with complex problems with no single “right” answer and to use a variety of skills beyond those employed in a typical research project. In particular, role-playing presents the student a valuable opportunity to learn not just the course content, but other perspectives on it. The steps involved in role playing include defining objectives, choose context & roles, introducing the exercise, trainee preparation/research, the role-play, concluding discussion, and assessment. Types of role play may be multiple role play, single role play, role rotation, and spontaneous role play.

(d) **In-basket training:**
In-basket exercise, also known as in-tray training, consists of a set of business papers which may include e-mail SMSs, reports, memos, and other items. Now the trainer is asked to prioritize the decisions to be made immediately and the ones that can be delayed.

4. **Sensitivity Training:**
Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. It is ability of an individual to sense what others feel and think from their own point of view.
It reveals information about his or her own personal qualities, concerns, emotional issues, and things that he or she has in common with other members of the group. It is the ability to behave suitably in light of understanding. A group’s trainer refrains from acting as a group leader or lecturer, attempting instead to clarify the group processes using incidents as examples to clarify general points or provide feedback. The group action, overall, is the goal as well as the process.

Sensitivity training Program comprises three steps (see Figure 1)

Fig 1

5. Transactional Analysis:
It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is known as a transaction. Transactional analysis can be done by the ego (system of feelings accompanied by a related set of behaviors states of an individual).

Child:
It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses which come to him/her naturally from his/her own understanding as a child. The characteristics of this ego are to be spontaneous, intense, unconfident, reliant, probing, anxious, etc. Verbal clues that a person is operating from its child state are the use of words like “I guess”, “I suppose”, etc. and non-verbal clues like, giggling, coyness, silent, attention seeking etc.

Parent:
It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses imposed on her in her childhood from various sources such as, social, parents, friends, etc. The characteristics of this ego are to be overprotective, isolated, rigid, bossy, etc. Verbal clues that a person is operating from its parent states are the use of words like, always, should, never, etc and non-verbal clues such as, raising eyebrows, pointing an accusing finger at somebody, etc.

Agent:
It is a collection of reality testing, rational behaviour, decision making, etc. A person in this ego state verifies, updates the reaction which she has received from the other two states. It is a shift from the taught and felt concepts to tested concepts. All of us show behavior from one ego state which is responded to by the other person from any of these three states.[9]

Principles / concepts of training
1) Training tends to be most responsive when trainees feel the need to learn
2) Learning is more effective when reinforcement given in form of rewards and punishments
3) In the long run awards are better than punishments when behavioral change is desired
4) Rewards are better when immediate results after training are expected
5) Reinforcement has a positive correlation with size of reward
6) Negative reinforcement may have a disruptive effect
7) Participation and discussion are a must when a trainee is expected to change attitudes, values and social beliefs
8) Feedback to the trainee on how he is performing after training is important
9) Practice makes perfect. New skills & behavioral norms are facilitated through practice and repetition
10) Meaningful training material through which the trainee understands the general principles is better than asking them to memorize few isolated steps[10]

The 25 Most Popular Apprenticeships
According to the U.S. Department of Labor apprenticeship database, the occupations listed below had the highest numbers of apprentices in 2001. These findings are approximate because the database includes only about 70% of registered apprenticeship programs—and none of the unregistered ones

- Boilermaker
- Bricklayer (construction)
- Carpenter
- Construction craft laborer
- Cook (any industry)
- Cook (hotel and restaurant)
- Correction officer
- Electrician
- Electrician (aircraft)
- Electrician (maintenance)
- Electronics mechanic
• Firefighter
• Machinist
• Maintenance mechanic (any industry)
• Millwright
• Operating engineer
• Painter (construction)
• Pipefitter (construction)
• Plumber
• Power plant operator
• Roofer
• Sheet-metal worker
• Structural-steel worker
• Telecommunications technician
• Tool and die maker [11]

7 Steps to Develop an Effective Employee Training Program

1. Identify goals.

It's hard to be successful without knowing exactly what you're trying to achieve. That's why brainstorming sessions to determine your business's needs are important. In one industry, employees may need to learn the fundamentals of customer service. In another, they might need to know how to operate different types of machinery and how an assembly line operates. Regardless of the details, knowing your goals will dictate how you approach program development.

2. Acquire training resources.

Unless there is immediate access to all training materials, you will need to purchase them from the appropriate vendors. This might include computer software, an online course, or books. In some cases, the provided materials will cover every aspect of the training process where no customization is necessary. Other times, you may need to customize certain things so that the materials address the specifics of your company.

3. Create a schedule.

Depending on the length and complexity of a training program, it might take a few days to several weeks to complete. Figure out roughly how long it will take and create a schedule. You may want to have employees attend the program together to streamline it, or break it down into smaller groups if necessary. Be sure to take into account any potential setbacks and try not to overwhelm team members with excessive information in a short period of time. Learning new skills is a process, and training should be done gradually so employees can fully digest one lesson before moving on to the next.

4. Find a trainer.

Recruit an experienced professional to guide team members throughout their orientation to keep things running smoothly. You may want to use an in-house manager who has direct experience in your business, or you can hire a professional trainer. This individual will lead trainees, give lectures, answer questions, provide feedback, and do anything else that's required to educate employees.

5. Communicate effectively.

It's smart to hold a meeting before beginning where you can provide a brief rundown on what the program will entail and what employees can expect. You should also explain what the expectations of everyone are and that the course should be taken seriously. Finally, it's a good time to respond to any concerns that employees may have and clarify any issues.

6. Track progress.

Have metrics in place to monitor what's been completed. Break the program down into sections so you will know how far employees have come and what's left. You may want to utilize a tool like a spreadsheet on which each employee's name is placed on the left side in rows and course sections are placed on top in columns. This will create a matrix in which you can reference when necessary and conveniently track the program every step of the way.

7. Encourage feedback.

Upon completion, you should have your HR department meet with employees to obtain feedback. This is the time when employees can discuss the strengths and weaknesses of the program, what they learned, and their overall experience. Meeting one on one is ideal because you're likely to get more honest and unbiased feedback. From there, your HR department can spot patterns and know if anything needs to be addressed. This information should help to fine tune your program in the future.

An effective training program is one of the best ways to prepare employees for success. By equipping them with the tools and knowledge to perform their jobs, you can expect better performance and a more cohesive unit. The long-term effects are often higher productivity, better company culture, and increased sales.[12]

**EVALUATION OF TRAINING**

Evaluation of training compares the post-training results to the objectives expected by managers, trainers, and trainees. Too often, training is done without any thought of measuring and evaluating it later to see how well it worked. Because training is both time-consuming and costly, evaluation should be done. The management axiom that "nothing will improve until it is measured" may apply to training assessment. In fact, at some firms, what employees learn is directly related to what they earn, which puts this principle of measurement into practice.

One way to evaluate training is to examine the costs associated with the training and the benefits received through cost/benefit analysis. As mentioned earlier, comparing costs and benefits is easy until one has to assign an actual dollar value to some of the benefits. The best way is to measure the value of the output before and after training. Any increase represents the benefit resulting from training.

However, careful measurement of both the costs and the benefits may be difficult in some situations. Therefore, benchmarking training has grown in usage.

**BENCHMARKING TRAINING**

Rather than doing training evaluation internally, some organizations are using benchmark measures of training that are compared from one organization to others.

To do benchmarking, HR professionals in an organization gather data on training and compare it to data on training at other organizations in the industry and of their size. Comparison data is available through the American Society of Training and Development (ASTD) and its Benchmarking Service. This service has training-related data from over 1,000 participating employers who complete detailed questionnaires annually. Training also can be benchmarked against data from the American Productivity and Quality Center and the Saratoga Institute. In both instances, data is available on training expenditures per employee, among other measures.
LEVELS OF EVALUATION

It is best to consider how training is to be evaluated before it begins. Donald L. Kirkpatrick identified four levels at which training can be evaluated. The ease of evaluating training becomes increasingly more difficult as training is evaluated using reaction, learning, behavior, and results measures.

But the value of the training increases as it can be shown to affect behavior and results instead of reaction and learning-level evaluations. Later research has examined Kirkpatrick’s schematic and raised questions about how independent each level is from the others, but the four levels are widely used to focus on the importance of evaluating training.

REACTION

Organizations evaluate the reaction level of trainees by conducting interviews or by administering questionnaires to the trainees. Assume that 30 managers attended a two-day workshop on effective interviewing skills. A reaction-level measure could be gathered by having the managers complete a survey that asked them to rate the value of the training, the style of the instructors, and the usefulness of the training to them. However, the immediate reaction may measure only how much the people liked the training rather than how it benefited them.

LEARNING

Learning levels can be evaluated by measuring how well trainees have learned facts, ideas, concepts, theories, and attitudes. Tests on the training material are commonly used for evaluating learning and can be given both before and after training to compare scores. To evaluate training courses at some firms, test results are used to determine how well the courses have provided employees with the desired content. If test scores indicate learning problems, instructors get feedback, and the courses are redesigned so that the content can be delivered more effectively.

To continue the example, giving managers attending the interviewing workshop a test at the end of the session to quiz them on types of interviews, legal and illegal questions, and questioning types could indicate that they learned important material on interviewing. Of course, learning enough to pass a test does not guarantee that the trainee can do anything with what was learned or behave differently.

One study of training programs on hazardous waste operations and emergency response for chemical workers found that the multiple-choice test given at the end of the course did not indicate that those trained had actually mastered the relevant material. Also, as students will attest, what is remembered and answered on learning content immediately after the training is different from what may be remembered if the “test” is given several months later.

BEHAVIOR

Evaluating training at the behavioral level involves (1) measuring the effect of training on job performance through interviews of trainees and their coworkers and (2) observing job performance. For instance, a behavioral evaluation of the managers who participated in the interviewing workshop might be done by observing them conducting actual interviews of applicants for jobs in their departments. If the managers asked questions as they were trained and they used appropriate follow-up questions, then a behavioral indication of the interviewing training could be obtained. However, behavior is more difficult to measure than reaction and learning. Even if behaviors do change, the results that management desires may not be obtained.

RESULTS

Employers evaluate results by measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by comparing records before and after training. For the interviewing training, records of the number of individuals hired to the offers of employment made prior to and after the training could be gathered.

The difficulty with measuring results is pinpointing whether it actually was training that caused the changes in results. Other factors may have had a major impact as well. For example, managers who completed the interviewing training program can be measured on employee turnover before and after the training.

But turnover is also dependent on the current economic situation, the demand for product, and the quality of employees being hired. Therefore, when evaluating results, managers should be aware of all issues involved in determining the exact effect on the training.

EVALUATION DESIGNS

If evaluation is done internally because benchmarking data are not available, there are many ways to design the evaluation of training programs to measure improvements. The rigor of the three designs discussed next increases with each level.

PRE-/POST-MEASURE

The most obvious way to evaluate training effectiveness is to determine after the training whether the individuals can perform the way management wants them to perform. Assume that a manager has 20 typists who need to improve their typing speeds. They are given a one-day training session and then given a typing test to measure their speeds. If the typists can all type the required speed after training, was the training beneficial? It is difficult to say; perhaps they could have done as well before training. It is difficult to know whether the typing speed is a result of the training or could have been achieved without training.

PRE-/POST-MEASURE WITH CONTROL GROUP

Another evaluation design can address this problem. In addition to the 20 typists who will be trained, a manager can test another group of typists who will not be trained to see if they do as well as those who are to be trained. This second group is called a control group. If, after training, the trained typists can type significantly faster
than those who were not trained, the manager can be reasonably sure that the training was effective. There are some difficulties associated with using this design. First, having enough employees doing similar jobs to be able to create two groups may not be feasible in many situations, even in larger companies. Second, because one group is excluded from training, there may be resentment or increased motivation by those in the control group, which could lead to distorted results, either positive or negative. Additionally, this design also assumes that performance measurement can be done accurately in both groups, so that any performance changes in the experimental group can be attributed to the training.

Other designs also can be used, but these three are the most common ones. When possible, the pre-/post-measure or pre-/post-measure with control group design should be used, because each provides a much stronger measurement than the post-measure design alone[13]

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