

# **TRAINING AND DEVELOPMENT**

## **BBA Semester-IV, Paper-I**

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## **FOREWORD**

*Since its establishment in 1976, Acharya Nagarjuna University has been forging ahead in the path of progress and dynamism, offering a variety of courses and research contributions. I am extremely happy that by gaining 'A' grade from the NAAC in the year 2016, Acharya Nagarjuna University is offering educational opportunities at the UG, PG levels apart from research degrees to students from over 443 affiliated colleges spread over the two districts of Guntur and Prakasam.*

*The University has also started the Centre for Distance Education in 2003-04 with the aim of taking higher education to the door step of all the sectors of the society. The centre will be a great help to those who cannot join in colleges, those who cannot afford the exorbitant fees as regular students, and even to housewives desirous of pursuing higher studies. Acharya Nagarjuna University has started offering B.A., and B.Com courses at the Degree level and M.A., M.Com., M.Sc., M.B.A., and L.L.M., courses at the PG level from the academic year 2003-2004 onwards.*

*To facilitate easier understanding by students studying through the distance mode, these self-instruction materials have been prepared by eminent and experienced teachers. The lessons have been drafted with great care and expertise in the stipulated time by these teachers. Constructive ideas and scholarly suggestions are welcome from students and teachers involved respectively. Such ideas will be incorporated for the greater efficacy of this distance mode of education. For clarification of doubts and feedback, weekly classes and contact classes will be arranged at the UG and PG levels respectively.*

*It is my aim that students getting higher education through the Centre for Distance Education should improve their qualification, have better employment opportunities and in turn be part of country's progress. It is my fond desire that in the years to come, the Centre for Distance Education will go from strength to strength in the form of new courses and by catering to larger number of people. My congratulations to all the Directors, Academic Coordinators, Editors and Lesson- writers of the Centre who have helped in these endeavors.*

*Prof. P. Raja Sekhar  
Vice-Chancellor  
Acharya Nagarjuna University*

**B.B.A -SEMESTER – IV**  
**401BBA21-TRAINING AND DEVELOPMENT**

**Unit-I:**

Meaning and Definition - Need for Training - Importance of Training, Objectives of Training, Responsibility for Training.

**Unit-II:**

Steps in Training Programs, Training Policy, Training courses, support material for training, Training period, Training for Different employees principles of learning.

**Unit III:**

Training methods: On the Job, Vestibule Training, Training by Experience Workman, Training by Supervisors, Demonstrations and examples, Simulation, Apprenticeship. Off the Job: Lecturers, Conference method, Seminar or Team Discussion, Case Studies, Role playing, Programmed Instruction, T-Group training, Audio-visual aids, Retraining.

**Unit-IV:**

Development: Importance of Development - Management Development, Purpose and objectives of Development, Stages in development programs, Components of development program, Factors inhibiting Development.

**Unit-V:**

Coaching and Counselling: Methods, Management syndicate, Incident process, In-Basket, Sensitivity counselling - Special Projects, Committee assignments conferences, Management games.

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## **Lesson -1**

### **MEANING, DEFINITION OF TRAINING AND DEVELOPMENT**



#### **1.0 Learning Objectives**

- 1. To increase the knowledge of workers in doing specific jobs.**
- 2. To impart new skills among the workers systematically 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 workers 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 workers.**
- 7. To prepare workers for the higher jobs.**

#### **Structure**

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- 1.2 Meaning and definition of training.**
- 1.3 Need and importance of training.**
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  - 1.3.1 Improving Quality**
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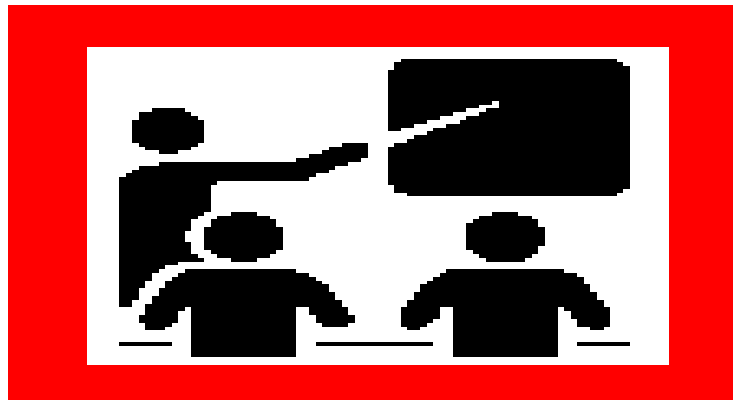
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## 1.1 Introduction

Training enables the employees to get acquainted with jobs and also increase, their aptitudes and skills and knowledge. It makes newly recruited employees fully productive in the minimum of time. Even for the old workers, it is necessary to refresh them and to enable them to keep up with new methods and techniques as well as new machines and equipment's for doing the work. Thus, training is not a \_one-step processes, but it is a continuous or never ending process because it increases the knowledge and skills of new employees in performing their jobs and serves as a refresher course for the old employees. Training job will never be finished as long as the organization remains in operation. At any given time, the different phases of training programme will be found at practically every stage of progress. Men may be learning by their own experiences and by trial and error methods. Training does not disappear from any organisation merely because its presence is ignored. The purpose of training is to bring about improvement in the performance of workers. It includes the learning of such techniques as are required for the intelligence performance of definite task.

- The objective of training is to achieve a change in the behavior of those trained. In the industrial situation, this means that the trainees acquires new techniques skills, problems solving abilities and develop proper, work attitude. The trainees apply the newly acquired knowledge on the job in such a way as to keep them in the achievement of organisational goals and targets. Training is a necessary activity in all organizations.
- Training theory encompasses all aspects of fitness knowledge, including social, psychological, and scientific. The coach uses this information, along with knowledge about the athlete as an individual, to devise the most effective training programme.



- It plays a large part in determining the effectiveness and efficiency of the organisation. Training is must for .all. A training programme enables the trainee to achieve the reasonable level of acceptable performance. To achieve improved performance and increase in productivity, quality and profitability. Change Organisational climate and culture, to improve health and safety and Possibility and personal growth and development
- There is a growing realization about the importance of training in Indian organizations, specially after globalization. This has posed a lot of challenges to Indian industries. Without efficiency, effectiveness and competency, it would be impossible to survive and to be internationally competitive, all out efforts are required. Quality innovation, technology upgradation, cost reduction and productive work culture, have thus become the slogans of every industry, which no organisation will be able to achieve without continuously training its human resources. Justifiably, therefore, there is an upward trend in investment in training in many organisations. But increasing the investment in training and hiking training budgets is not going to achieve desired results. There are certain fundamentals and basic in training which must be given due importance if investments have to bring in returns

**1.2 Meaning and Definition of Training.** According to S Chandra, management of the organization firmly believes that human assets unlike other asset cannot be depreciated and must necessarily be appreciated over entire tenure. Therefore training is regarded as investment and not a cost. Even long term intangible gains such as attitude change, are to be considered as valuable returns. Training is considered as vehicle for effective communication and coordination. Training is catalytic in any man management matrix for cohesiveness, compatibility, and cooperation in every organizational endeavor. Management proclaims Training & Development direction as permanent part & parcel of operational process and not some experiment in isolation. Management is fully committed to lend its total support to training tasks and is dedicated through intense involvement in every phase of this activity.

**Definition of training:** Training and development in Human Resource Management (HRM) refers to a system of educating employees within a company. It includes various tools, instructions, and activities designed to improve employee performance. It's an opportunity for employees to increase their knowledge and upgrade their skills.

Training is teaching, or developing in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics).

In addition to the basic training required for a trade, occupation or profession, training may continue beyond initial competence to maintain, upgrade and update skills throughout working life. People within some professions and occupations may refer to this sort of training as professional development. Training also refers to the development of physical fitness related to a specific competence, such as sport, martial arts, military applications and some other occupations.

**Concept of Training**

- It is about developing employees as an individual to make them capable and confident in their jobs, and consequently in their life. Thus it is an organized process for increasing the knowledge and skill of the employees. Consequently it is a process aimed at changing the behavior in such a way that the consequence would be useful for the upliftment of the organization.
- According to Wayne F Cascio<sup>17</sup>, Training consists of planned programme designed to improve performance at the individual, group, and /or organizational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills attitude, and/or social behavior.<sup>1</sup>
- Training is considered as a tool for HRD. Training has immense potential in transfer and utilization of latest technical know-how, leadership development, organization of people, formation of self-help-groups, mobilization of people as well as resources, empowerment of resource-poor rural mass, entrepreneurship development, etc., which are considered essential components of HRD.
- According to C B Memoria, Training is a process of learning a sequence of programmed behavior. It is application of knowledge and it attempts to improve the performance of employee on the current job and prepares them for the intended job. Training is a short term process utilizing a systematic and organized procedure by which non managerial personnel acquire technical knowledge and skills for a definite purpose. Training refers to instructions in technical and mechanical operations, like operation of some machine/equipment. Training is for a specific job related purpose<sup>18</sup>. Training is about developing people as an individual and helping them to become more confident and competent in their lives and in their jobs. The learning process is at the core of training and the ways of and opportunities for learning are numerous and varied.

**Concept of Development**

- Development is related to enhancing the conceptual skills of the employee, which helps individual towards achieving maturity and self actualization. In the words of Michael Armstrong<sup>19</sup>-Employee development, often referred to as human resource development (HRD) is about the provision of learning, development and training opportunities in order to improve individual, team and organizational performance.
- Development is defined by Alan Mumford <sup>20</sup> as an attempt to improve managerial effectiveness through a planned and deliberate learning process. According to Bernard M Bass & James A. Vaughan<sup>21</sup> Development implies the nature and change induced among employees through process of education and training. In the words of Harold Koontz and Cyril O. Donnel Managerial development concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organizational segment are achieved.
- In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development and learning and development.

**Distinction between Training & Development**

- According to Yoder” although the terms training and development appear synonymous, there is recognized difference between these concepts. Earlier training programmes stressed preparation for an improved performance in largely specific rank and file jobs. With growth of organizations several problems developed specifically at supervisory level. Accordingly supervisory training programmes were launched enabling them to deal with distinctive problems. During the training of the supervisors, the need for training of their bosses appeared significant. Therefore, special developmental programmes for middle managers were organized.
- Later on, the development programmes were started for top management as well. These programmes indicated the significance of the concept of development, and thus training appeared to be an improper designation for learning a wide variety of complex, difficult and intangible functions of managerial personnel. Thus the concept training was degraded. As managers themselves remarked —training is for dogs, people are developed. Today, the terms development and education are more suitable than the term training. It is not the training but the full development of personality that enables the human resources to exert their full potential. Accordingly training and development programmes are combined together for developing skills as well as basic attitudes, leading to continued personal growth.
- As Michael Armstrong 24 observes, Employee development, often referred to as human resource development (HRD) is about the provision of learning, development and training opportunities in order to improve individual team and organizational performance. Efforts are made to develop employee so that they achieve their full potential for growth. Employee development programme include learning, education and training. Learning relates to a relatively enduring change in behavior taking place as a consequence of practice or experience. Education refers to development of the knowledge required for varied activities of life rather than for one particular activity. Training is planned and systematic change behavior through learning. Training enables employees to accomplish the level of knowledge, skills and competence to perform their job well.

**1.3 Need and Importance of Training**

- 1.2.1 Increasing Productivity
- 1.2.1 Improving Quality
- 1.2.3 Helping a Company Fulfill its Future Personnel Needs.
- 1.2.4. Improving Organizational Climate
- 1.2.5 Improving Health and Safety
- 1.2.6 Obsolescence Prevention
- 1.2.7 Personal Growth

**1.3.1 Increasing Productivity:** Instruction can help employees increase their level of performance on their present job assignment. Increased human performance often directly leads to increased operational productivity and increased company profit. Again, increased performance and productivity, because of training, are most evident on the part of new employees who are not yet fully aware of the most efficient and effective ways of performing their jobs.

**1.3.2 Improving Quality:** Better informed workers are less likely to make operational mistakes. Quality increases may be in relationship to a company product or service, or in reference to the intangible organizational employment atmosphere.

**1.3.3 Helping a Company Fulfill its Future Personnel Needs:** Organizations that have a good internal educational programme will have to make less drastic manpower changes and adjustments in the event of sudden personnel alternations. When the need arises, organizational vacancies can more easily be staffed from internal sources if a company initiates and maintains an adequate instructional programme for both its non-supervisory and managerial employees.

**1.3.4. Improving Organizational Climate:** An endless chain of positive reactions results from a well-planned training programme. Production and product quality may improve; financial incentives may then be increased, internal promotions become stressed, less supervisory pressures ensue and base pay rate increases result. Increased morale may be due to many factors, but one of the most important of these is the current state of an organization's educational endeavor.

**1.3.5 Improving Health and Safety:** Proper training can help prevent industrial accidents. A safer work environment leads, to more stable mental attitudes on the part of employees. Managerial mental state would also improve if supervisors know that they can better themselves through company-designed development programmes.

**1.3.6 Obsolescence Prevention:** Training and development programmes foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, temperament or motivation, or the inability of a person to adapt himself to technological changes.

**1.3.7 Personal Growth:** Employees on a personal basis gain individually from their exposure to educational experiences. Again, Management development programmes seem to give participants a wider awareness, an enlarged skin, an enlightened altruistic philosophy, and make enhanced personal growth possible.

It may be observed that the need for training arises from more than one reason.

- (i) An increased use of technology in production;
- (ii) Labour turnover arising from normal separations due to death or physical incapacity, from accidents, disease, superannuation, voluntary retirement, promotion within the organization and change of occupation or job.
- (iii) Need for additional hands to cope with an increased production of goods and services;
- (iv) Employment of inexperienced, new or badly labour requires detailed instruction for an effective performance of a job;
- (v) Old employee need refresher training to enable them to keep abreast of the changing methods, techniques, and use of sophisticated tools and equipment;
- (vi) Need for enabling employees to do the work in a more effective way, to reduce learning time, reduce supervision time reduce waste and spoilage of raw material and produce quality goods, and develop their potential.
- (vii) Need for reducing grievances and minimizing accident rates;

(viii) Need for maintaining the validity of an organisation a whole and raising the moral of its employees.

### **1.4 Training and Development**

Though training and education differ in nature and orientation, they are complementary. An employee, for example, who undergoes training, is presumed to have had some formal education. Furthermore, no training programme is complete without an element of education. In fact, the distinction between training and education is getting increasingly blurred now-a-days.

- As more and more employees are called upon to exercise judgment and to choose alternative solutions to the job problem training programmes seek to broaden and develop the individual through education.
- For instance, employees in well-paid jobs and or employees in the service industry may be required to make independent decisions regarding their work and their relationships with clients. Hence, organisations must consider elements of both education and training while planning their training programmes.
- Training is the systematic modification of behavior through learning which occurs as a result of education, instruction development and planned experience. Training is the increasing knowledge and skill of an employee for doing a particular job; Training is a short term process utilizing a systematic and organised procedure by which trainees learn technical knowledge and skill for a definite purpose.
- Training is a process of learning a sequence of programmed behavior. It implies application is a process of learning a sequence of programmed behaviour. It implies application of rules and procedures to guide their behaviour thereby improve their performance.
- Training is a systematic programme to increase the knowledge, skills, abilities and aptitudes of employees to perform specific jobs. Training is concerned with increasing the knowledge and understanding of the total environment.
- Development is concerned with the growth of an employee in all respects. Development programmes seek to develop skills and competence for future jobs while training programmes are directed toward maintaining and improving job performance. Thus training is a process by which the aptitudes, on the one hand skills, abilities of employees to perform specific jobs are increased. On the other hand, education is the process of increasing the general knowledge and understanding of employees.



### Distinction between Training and Development

Training	Development
Training means learning skills and knowledge for doing a particular job. It increases job skills.	Development means the growth of an employee in all respects. It shapes attitudes.
The term 'training' is generally used to denote imparting specific skills among operative workers and employees.	The term 'development' is associated with the overall growth of the executives.
Training is concerned with maintaining and improving current job performance. Thus, it has a short-term perspective.	Executive development seeks to develop competence and skills for future performance. Thus, it has a long-term perspective.
Training is job-centred in nature.	Development is career-centred in nature.
The role of trainer or supervisor is very important in training.	All development is 'self development'. The executive has to be internally motivated for self-development.

Development refers to those learning opportunities designed to help employee grow. Development is not primarily skills-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions. Efforts towards development often depend on personal drive and ambition. Development activities, such as those supplied by management development programme are generally voluntary.

**1.5 Objectives of Training :** According to Saiyadain", the objectives of training differ according to the employees belonging to different level of organizations. The basic objective of training, however, is to establish a match between man and his job. This training is designated to improve the knowledge, skills and attitude and thus, equip the individual to be more effective in his present job or prepare him for future assignment. However individual's growth should not be taken as an end. From this point of view of an organization, individual's growth is a means to organizational effectiveness. The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal.

**1.5.1 Individual objectives :** They help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

**1.5.2 Management / organizational objectives:** They assist the organization with its primary objective by bringing individual effectiveness.

**1.5.3 Functional objectives:** They maintain the department's contribution at a level suitable to the organization's needs.

**1.5.4 Social objectives:** They ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Following can be briefly summarized as training objectives.

- ✓ To create constant awareness in the minds of all sections of employees of the mission of the industry, its objective and goals.
- ✓ To encourage self-development to achieve organization goals with a sense of belonging and commitment to organization and thereby ensuring development of a proper work ethos in the Industry and fostering of team spirit.
- ✓ To identify the training needs of the entire personnel in industry in keeping with the corporate plans and in consultation with the user departments.
- ✓ To impart knowledge and skills necessary for performing the job efficiently and effectively and to keep the employees to acquire necessary conceptual, technical, human and managerial skills in the areas of decision-making and problem-solving.
- ✓ To make available in adequate number sufficiently trained manpower to meet the diverse needs of a rapidly growing industry.
- ✓ To organize training activities as aids to:
  - o Career Planning and growth
  - o Succession planning.
- ✓ To educate and equip the employees to respond to the expectations of customers, and to accept responsibilities to attain a sense of achievement.
- ✓ To achieve effectiveness of training through tapping the in-house training facilities as well as sources available externally in a balanced manner so as to develop internal faculty support at all levels and disciplines

### **1.6 Responsibilities of training program or Evaluation of Training facilities**

The preceding discussion shows that training and development facilities both for managers and operative staffs have developed considerably in India. In case of former, however, the facilities have increased manifold in a short period of about 20 years. This is in terms of management graduates being educated in the short-term management development programmes. We are constantly and steadily moving towards professional management. Old guards are changing their styles. They are changing to adopt new environment. Since independence, managers have developed themselves maximum. Somebody has rightly said that There are very few success stories that can be told since the achievement of Indian Independence. If one among this exception is the record of the farmer, another is the story of the manager.

**1.6.1 Process of Designing a Training Programme:** Training programmes are costly propositions. They are time and energy consuming too. Hence, the training programmes should be framed with great care and caution. The following steps should be taken while developing a training programme. These steps usually involve a considerable amount of dialogue between personnel department professionals and other supervisors and managers. Ordinarily, the flows or sequences of these steps are approximately as follows but the various steps are independent and in some cases may be done simultaneously.

**(a) Organizational Analysis :** This analysis basically determines where training emphasis should be placed in the organisation.

**(b) Man Analysis :** It is used to determine who needs to be training and what skills and knowledge or attitudes should be augmented or improved.

**(c) Operational Analyst :** It assists to decide what the training should consist of, requiring a study of what a person should be taught if he is to perform his task with maximum

effectiveness. Some of the popular methods to assess the training needs of employees in a company include observation and analysis of job performance. In each company, the management should analyse organisation needs, job specifications and the present skill levels of the employees. The analysis of organisational needs should focus on the number of employees with various combinations of skills needed at each level and in every part of the firm for specific periods. Regarding job specifications, many organisations have written job specifications that define the skills needed for each job in the firm. By carefully examining these specifications, the human resources staff can obtain a clear idea of the nature of skills needed for each job. Then, an analysis of worker skills and qualifications from his personal file can assist in determining training needs. Similarly training needs can be assessed for a group of employees

### **1.6.2 Determining the need and Priorities for Training:**

- Once the training needs have determined, the next important step is to translate the skills needed into specific training objectives or desired outcomes of training objectives. These training objectives or goals are then used to determine the specific courses that will be offered.
- Training objectives should include such matters as specific skills to be taught, the number of people to be trained and from which units, and the period within which such training should take place. Objectives for training programme that do not relate directly to specific job skills should also be considered for example, employee health and safety guidelines, promotion opportunities and self-study opportunities. Training objectives include the general content of the training to be given.
- The most frequently adopted objectives or training subjects by the companies are : new employee orientation, performance appraisal, leadership, selection process, interpersonal skills, word processing, new equipment operation, team building, delegation skills, and listening skills. Sometimes, orientation regarding company policy and practices can be particularly important, especially for new employers.

### **1.6.3 Translating needs into Objectives and Establishing Training Goals: :**

- Selecting individuals or groups for training is a very complex decision for the firm and the individuals chosen. From the firm's perspective, providing the right training to the right people can help to create and maintain a well-trained and stable work force.
- To impart training for individuals with limited performance partial or lack of interest is simply a waste of time, effort, and money. Overlooking individuals with ambition and potential represents a lost opportunity and can contribute to higher employee turnover.
- It should be assumed that ambition and potential are widespread in the firm and exist at all age levels.
- There are at least four important considerations important in selecting trainee : (i) legal requirements and formalities.
- (ii) employee needs and motivation.
- (iii) skills obsolescence and retraining, and
- (iv) multi-skilling. Employee needs and motivation can be determined with the help of previous performance evaluations as well as interviews performance evaluations as well as interviews with individual employees and owner supervisors. The rapidly change in technology is requiring that all segments of the society give higher priority

to worker retraining.

- This also means that individual workers themselves must seek out training opportunities to avoid having their skills become obsolete. Similarly, numerous companies have moved in the direction of training their employees to have multiple skills, called multi-skilling. In particular, multi-skilling is relevant where self-managed teams are utilized. Everyone is encouraged to learn all of the jobs of the team and employees are usual.

#### **1.6.4. Selecting Trainees: Refer 1.6 point which have given below**

**1.6.5 Making the Curriculum and Choosing Training Methods:** After -deeming training objectives and translating into specific course areas, the trainees are identified and evaluated, management will be in a position to decide the overall curriculum, i.e., the arrangement of courses to be offered. The curriculum is a sort of grand plan of what training is to be presented and with what frequency. However, a part which must be added to this grand plan is the matter of training methods. Will the training be on the job, off the job, prior to employment, or prior to a formal assignment ? Will it be done by lecture computer assisted, or carried out by some other method ? Will it be long-term or short-term.

**1.6.6 Preparation of training budget:** Preparing a training budget will be an interactive process with the other steps in formulating a training program. Budget constraints may limit the human resource manager's alternatives and must, therefore, be considered during all phases of the development process. Costs that must be included in the training budget are : staff planning time, trainees' wages, 94 trainers' salary, and expenses such as cost of training materials, travels, accommodations, and meals. If the desired training programme does not fit within budget constraints, the human resource manager must consider modification such as fewer trainees, different trainees, different training techniques, and a different training location.

**1.6.7 Selecting trainers and providing training to trainers.** An effective training programme can be developed only when effective trainers are available. Firms have the option of using staff trainers or of seeking contract trainers outside, or of having both, types' of trainers. 'Staff trainers' may be full-time specialists on the p^y,;rbt 4 of^organisation or may be part-time trainers. After their selection, they must be provided with the information regarding the persons who are to be strained. The trainers should be engaged after careful evaluton of their suitability and effectiveness so as to ensure quality training.

**1.6.8 Using selected training technique.** To conduct the training is a significant aspect of training process. Under this step, the trainers speaks, demonstrate, and illustrates in order to put over the new knowledge, skills, and operations. Besides, he suggests the trainee to be at ease, without any stress and strain, and explains to him the necessity of the training programme and creation of trainee's personal interest in training. The trainer tells the sequence of the entire job, the need for each step in the job, the relationship of the job to the total work-flow, the nature of interpersonal behaviour required at the job, and so on. All key points should be covered and emphasised. Audio-visual aids should be used to demonstrate and illustrate. To ensure follow-up by the trainee, he should be asked to repeat the operations, and encouraged to ask questions for further classifications and understanding.

**1.6.9 Performance or learning tryout :** As the training continues, it, is important that the progress of trainees should be monitored. This may be accomplished by periodic skill or knowledge tests or periodic assessments by the personnel department. The trainee may be

asked to do the job several times. His mistakes, if any, are corrected and complicated steps should be explained again. As soon as the trainee demonstrates that he can do the job rightly, he is put at his own job and the training is said to be over.

**1.6.10. Evaluation system of training programme:** In order to generate adequate feedback, some key purposes of conducting this evaluation are :

- (i) Determining whether a programme meets its objectives or goals.
- (ii) Identify strengths and weaknesses in the training process.
- (iii) Calculate the cost-benefit ratio of a programme.
- (iv) Determine who benefited the most from a programme and why
- (v) Establish a data base for further decision about the programme.

Training programmes can be evaluated with a variety of methods. The most popular method involves analysis questionnaires filled out by the trainees either at the end of the training session or within a few weeks. Although in some situations employees can accurately evaluate the quality of the training programme, in other situations their subsequent performance or degree of improvement is a more valid measure. After specific performance measurement, the results are compared with the objectives for the training programme. If the training objectives have been met, the training is said to be successful.

### 1.7 Role of Trainee and Trainer

➤ **Role of Trainees:** The trainee is a major stakeholder in a training programme. The whole training programme is developed for the trainees only. Each candidate plays an important role in the transfer of training because one participant's attitude regarding the training influence the other participants and also each participant can assist by advancing the learning process to realize the training objectives. Participant's willingness to invest in the programme is directly proportional to the benefits of the learning that the trainee could expect. Each participant forms their own perception towards training. Some perceptions remain the same during the programme, while some fade depending upon the assessment of a programme by the participant. Some personal factors that affect the trainee's learning are:

- ✓ Family Situation
- ✓ Personal Problems
- ✓ Relation between the training programme and personal objective
- ✓ Level of self esteem
- ✓ Benefits expected from training
- ✓ Comfort level with the trainer
- ✓ Learning style of trainee
- ✓ KSA of trainee
- ✓ Previous training experiences
- ✓ Desire for professional growth and development

Some environmental factors that affect the trainee's learning are:

- ✓ Relationship with colleagues and subordinates
- ✓ Training team \ Trainer team
- ✓ Training objective
- ✓ Content of training
- ✓ Training design i.e. methods, techniques, and strategies
- ✓ Environment in the programme
- ✓ Composition of training group

- ✓ Infrastructure i.e. eating facilities, tea/coffee breaks etc.

**The Role of Trainer:** When it comes to training, Trainers play a critical role before and after an employee is nominated for a course. The company's return on its training investment is the involvement a trainer in reviewing coursework.

1. A trainer has to be aware of his team's skills. He has to know each individual's strengths and weaknesses as well as those of the team as a whole. He has to cross<sup>7</sup> reference those skills with the needs of the organization and have a clear road map of what projects are in the pipeline for his team. By doing this, he can quickly decide what courses are valuable and which are unnecessary for his team to pursue.
2. A trainer should do some investigation into what training opportunities are available in the industry. He can enquire into human resources of reputable firms. With this list, he can make educated decisions when an employee asks for training.
3. He should suggest training to employees. Many times, a trainer waits until employees approach him before agreeing to training. Instead, a trainer should be proactive and study the business needs and employees skills to decide who needs to train in what areas. That way, when bad time comes for a project, he'll have the team better learned to face the technology.
4. A trainer should develop training benchmarks. When an employee wants to take several courses toward certification or a degree, a trainer should have points where he checks in on the person's progress. He should communicate those points clearly to the employee as well as the expectations of training. For instance, has the employee shown how the training benefitted the company? Has the employee received good remarks from the instructor? Or has the employee outlined a career path with the company? These are all tangible questions to ask during the checking of progress.
5. After an employee finishes training, the trainer should have a debriefing. Was the training on-track for the project? Will the employee need more training? Was the instructor good? Was the coursework appropriate for the situation? Should other team members take the course? How will the employee be using what has been learned to improve the network? Will employee be able to teach other members of the team what they learned? The trainer can get these answers through a report from the employee or a face-to-face meeting. He then should communicate the results to his upper management so that the training budget is kept intact or improved in the next fiscal year. He should also report back to human resources if the employee liked or disliked the training. This is valuable information for the whole company.

## 1.8 Summary

There are good reasons to mandate training and development in an organization, and there are bad reasons for authorization training. There are also good reasons for not training, in some circumstances, and bad reasons to refuse. Knowing what training can and cannot accomplish enables you to make the right decisions at the right time, ensuring that your limited training budget can be used effectively. Training can accomplish many things. It can help people learn the new skills that are required to meet new expectations, both formal and informal. For example, a support staff person may have been recruited originally for his/her ability to type, to answer the phone etc. But now, with increased workloads, we want that person to be able to do much more...perhaps to solve client problems, to use desktop publishing processes, to handle more of the day-to-day issues, so we can use our time more effectively. Training can help people accept the challenge of their evolving jobs.

## **1.9 Key Words**

Training and development, Trainee and Trainer, Training goals and objectives etc.

## **1.10 Self Assessment Questions**

1. Briefly Explain the objectives and Key aspects of Industrial relations?
2. Discuss the Scope and Forms of Industrial Relations?
3. Examine the Determinants of Industrial Relations?
4. Explain the Perspectives of Industrial Relations?

## **1.11 Suggested Readings**

- 1) DoPT. (2014). Civil Services Competency Dictionary: Strengthening Human Resource Management of Civil Service. Department of Personnel and Training, Government of India.
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## **Lesson-2**

### **STEPS IN TRAINING PROGRAM**

#### **2.0 Learning Objectives**

- To understand the steps in training program.
- To analyze the organizational work force.
- To assess the individual needs of training activities.
- To examine the pre conditions of trainee behavior.
- To assess the benefits of training program.

#### **Structure**

- 2.1 Introduction
- 2.2 Determining training needs,
- 2.3 Organizational Analysis.
- 2.4 Task and KSA Analysis
- 2.5 Individual's training needs analysis
- 2.6 Development of training Program.
- 2.7 Designing a learning environment for training.
- 2.8 Pre- conditions of Training.
- 2.9 Assessment of benefits of training program.
- 2.10 Conclusion
- 2.11 Self Assessment questions
- 2.12 Suggested Readings

#### **2.1 Introduction**

Training is 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.

According to **Edwin B. 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 behavior of those trained and to enable them to do; their jobs better. Training makes newly appointed workers fully productive in the minimum of 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. In fact, training is a continuous process. It does not stop anywhere.

The managers are continuously engaged in training their subordinates. They should ensure that any training programme should attempt to bring about positive Changes in the (i) Knowledge, (ii) skills, and (iii) attitudes of the workers. The purpose of training is to bring about improvement in the performance of work. It includes the learning of such techniques as are required for the better performance of definite tasks.

The objective of training is to achieve a change in the behavior of those trained. In the industrial situation, this means that the trainees acquire new techniques skills, problems solving abilities and develop proper, work attitude. The trainees apply the newly acquired knowledge on the job in such a way as to keep them in the achievement of organizational



goals and targets. Training is a necessary activity in all organizations; it plays a large part in determining the effectiveness and efficiency of the organization. Training is must for all. A training programme enables the trainee to achieve the reasonable level of acceptable performance. To achieve improved performance and increase in productivity, quality and profitability. Change Organizational climate and culture, to improve health and safety and Possibility and personal growth and development.

**2.2 Determining Training Needs:** It is also called training needs analysis or training needs assessment. Needs assessment problems and future challenges to be met through training and development. Organization spends vast sums of money on training and development. Before committing such huge resources, organization would do well to assess the training needs of their employees. Organization that implements training programs without conducting needs assessment may be making errors. Needs assessment occurs at two levels- Group and individual. An individual needs training when his or her performance falls short of standards that are when there is performance deficiency. Inadequacy in performance may be due to lack of skills or knowledge or any other problems. The problem of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, Poor job design, uninspiring supervision or some personal problem may also result in poor performance. Transfer, job redesign, improving quality of supervision, or discharge will solve the problem.

Assessment of training needs must also focus on anticipated skills of employees, Technology changes fast and new technology demands new skills. It is necessary that the employees be trained to acquire new skills. This will help him to progress in his career path. Training and development is essential to prepare the employee to handle more challenging tasks. Individuals may also require new skills because of possible job transfers. Employees commonly require only an orientation to new facilities and jobs.

In modern times, business environments are fast changing. Fast changing technology and radical economic reforms have led to the emergence of new opportunities and threats for business organization and their employees. The survival and success of business organization depends upon its level of preparation to deal with emerging scenario. By constantly training and development its workforce from shop floor operations to senior managers to upgrade the knowledge and skills. By enhancing employee's skills and knowledge level, a company also develops loyalty updating and commitment among them. To gain these returns, companies must be prepared to invest heavily in training.

In this present competitive and globalize economic environments, Successful candidates placed on the jobs need training to perform their duties effectively. Workers must be trained to operate machines, reduce scrap and avoid accidents. It is not only the workers who need training, supervisors' managers and executives also need to be developed in order to enable them to grow and acquire maturity of thought and action. Training and development constitute an ongoing process in any organization. In simple term training and development refer to the imparting of specific skills, abilities and knowledge to an employee. It is an attempt to improve current and future employees performance by increasing an employee's ability to perform through learning. Usually by changing the employees attitude or increasing the skills and knowledge. The need for training and development is determined by the employee's performance deficiency.

**Principles of Learning:** Training by trial-and-error results in wastage of time, efforts and resources. Since training is a form of education some of the principles that emerge from

learning theory can be logically applied to training. Learning is the human process by which Skills, knowledge, habits, and attitudes are acquired and utilized in such a way that behavior is modified.

The following Principles of learning should be satisfied by a good training program: -

1. Practice- Employees learn faster when theory and practice go hand in hand. Employees under training should be given an opportunity to participate in actual work performance.
2. Active Process- the individual learn better when more of his senses are utilized in the efforts and he became more involved in the process of learning.
3. Guidance- Learning is more efficient if it is not by trail and error but by. Guidance from expert. Guidance can speed the learning process and provide feedback as well.
4. Trainee Readiness- People who are not ready to learn will not learn. Consequently an effective training program must comprise individuals who are ready to learn the skill at hand. Determining trainee readiness involves examining certain important issues.
5. Motivation- Trainee must be motivated to improve his skills or knowledge by increased compensation, promotion, Recognition etc.
6. Relevance- Most trainees quickly develop perception about whether training is relevant. If trainee perceives that the instruction will actually help them on the job, they are much more likely to be receptive to the training. If they do not perceive they are more likely to demonstrate active or passive resistance in the training.
7. Reinforcement-Reinforcement is another critical principle of learning. It involves the process of providing financial rewards or non-financial incentives such as praise or recognition. Reinforcement can often encourage trainees to become more interested and involved in the training.
8. Standard of performance- standard of performance must be set for the learner. The standards provide goals and give a feeling of accomplishment when the employees achieve them.

9. Feedback-In order to understand the potentialities and limits of improvement of an employee the progress of his training must be received from time to time. Such feedback will be a valuable aid in adjusting training to the needs of the individual workers.

Any training and development program must contain inputs, which enable the participants to gain skills, learn theoretical concepts and help acquire vision to look into the distant future. The inputs in Training and developments are as follows:

**Skills:** A worker needs skills to operate machine and use other equipment with least damage and scrape. This is a basic skill without which the employees will not be able to function. Employees, particularly supervisors and executives need interpersonal skills popularly known as the people skills. Interpersonal skills are needed to understand one and others better, and act accordingly. Interpersonal skills include Listing, persuading and showing an understanding of others feelings.

**Education:-** The purpose of education is to teach theoretical concepts and develop a sense of reasoning and judgments. Any training and development program must contain an elements of education is well understood by HR specialist.

**Development:-** Development is another component of training and development which is less skill oriented but stresses on knowledge. Knowledge about business environment, management principles and techniques, human relation specific industry analysis is useful for better management of a company.

The managements of any organization expect the following from its managers when they are deputed to attend any training and development program: -

2. How do we make our managers self-starters? How do we imbibe them with a sense of commitment and motivation so that they become self-generating?
2. How do we make them subordinate their parochial, functional loyalties to the interests of the organization as a whole?
3. How do we make them result-oriented? How do we help them see and internalize the difference between activity and results, and between efficiency and effectiveness?
4. How do we make them sensitive to the environment in which they function, both at the workplace and outside?
5. How do we make them aware of themselves- their potential and their limitations? How do we help them see themselves as others see them and accept this self-image as a prelude to change?
6. How do we teach them to communicate without filters, to see and feel points of view different from their own?
7. How do we help them understand power and thereby develop leadership styles which inspire and motivate others?
8. How do we instill a zest for excellence, a divine discontent, a nagging dissatisfaction with the status quo?

Companies derive competitive advantage from training and development. Training and development programme, as was pointed out earlier, help remove performance deficiencies in employees. This is particularly true when-

- (i) the deficiency is caused by a lack of ability rather than a lack of motivation to perform,
- (ii) the individual(s) involved have the aptitude and motivation need to learn to do the job better, and
- (iii) supervisors and peers are supportive of the desired behaviors. There is greater stability, flexibility, and capacity for growth in an organization.

Training contributes to employee stability in at least two ways. Employees become efficient after undergoing training. Efficient employees contribute to the growth of the organization. Growth renders stability to the workforce. Further, trained employees tend to stay with the organization. They seldom leave the company. Training makes the employees versatile in operations.

All-rounder can be transferred to any job. Flexibility is therefore ensured. Growth indicates prosperity, which is reflected in increased profits from year to year. Who else but well-trained employees can contribute to the prosperity of an enterprise? Accidents, scrap and damage to machinery and equipment can be avoided or minimised through training. Even dissatisfaction, complaints, absenteeism, and turnover can be reduced if employees are trained well. Future needs of employees will be met through training and development programme. Organizations take fresh diploma holders or graduates as apprentices or management trainees. They are absorbed after course completion. Training serves as an effective source of recruitment. Training is an investment in HR with a promise of better returns in future.

### **2.3 Organizational Analysis**

Having obtained organizational support, the next step in the needs assessment is an organizational analysis, which seeks to examine the goals of the organization (short-term and long-term), and the trends that are likely to affect these goals.

#### **The analyst needs to ask and answer the following questions**

1. Is there a sufficient supply of people?
2. How does the firm attract, retain, and motivate diverse work force?
3. How does the firm compete for individuals with the right skills, knowledge, and abilities and attitudes?
4. How do employees make the firm competitive, domestically, and internationally?
5. Which are the target jobs that require training?
6. These issues enable the analyst identify skill gaps in people, which training seeks to fill.

An organizational analysis tries to answer the question of where the training emphasis should be placed in the company and what factors may affect training. To do this, an examination should be made of the organizational goals, personnel inventories, performance data, and climate and efficiency indices. This examination should ideally be conducted in the context of the labor supply forecast and gap analysis. Organization system constraints that may hamper the training process also should be explored. Training does not exist in a vacuum and the context in which it occurs has an impact on whether individuals will learn. Many companies rely on very detailed surveys of the workforce to determine training needs as part of the planning effort. Motorola and IBM, for example, conduct annual surveys that assess particular training needs in the context of the company's short and long-term goals.

### **2.4 Task and KSA Analysis**

In addition to obtaining organizational support and making organizational analysis, it is necessary to assess and identify what tasks are needed on each job and which knowledge, skills and abilities (KSAs) are necessary to perform these tasks.

This assessment helps prepare a blueprint that describes the KSAs to be achieved upon completion of the training programme.

### **2.5 Individual's training needs analysis**

Person Analysis, This analysis obviously targets individual employees. A very important aspect of person analysis is to determine which necessary KSAs have already been learnt by the prospective trainee so that precious training time is not wasted repeating what has already been acquired.

Also, employees who need to undergo training are identified at this stage. A person analysis attempts to answer the question of who needs training in the firm and the specific type of training needed.

To do this, the performance of individuals, groups, or units on major job functions (taken from the performance appraisal data) is compared to the expected performance standards. Given these data, one should be able to determine which job incumbents (or groups of incumbents) are successful at completing the tasks required. Many companies use self-assessments in this process.

For example, Ford determined the training needs for a new computer language based on a self-assessment questionnaire distributed to the staff. At the managerial level, many organizations.

**2.6 Development of training Program:** After a needs analysis has been conducted and the staff is confident that training is needed to address the performance problem or to advance the firm's mission, the training program is developed. This can be done by an in-house training program is developed. This can be done by an in-house training staff or by outside consultants. Many firms now even design and manage their own corporate training centers.

To develop the program, the trainer should design a training environment conducive to learning. This can be done by setting up preconditions for learning and arranging the training environment to ensure learning. Following this, the trainer should examine various training methods and techniques to choose the combination most beneficial for accomplishment of the instructional objectives of the training program.

**2.7 Designing a Learning Environment for Training:** To design a training program in which learning will be facilitated, trainers should review the basic principles of how individuals learn. Learning principles should be re-viewed and integrated into the design of the training program and materials. Also, issues of how to maximize transfer of new behaviors back to the job should be addressed. Finally, trainers should design their programs to meet the needs of adults as learners. Which means understanding how adults best learn. For example, adult learners want to set their own goals for training since they see themselves as capable of self-direction. In addition, they often enjoy experiential learning techniques and self-directed learning more than conventional informational techniques. They are problem-centered and are more receptive to training that enables them to solve problems of particular interest to their situation. They want to be able to apply the training they receive to their day-to-day work experiences and are less interested in the program if they cannot see a direct application to their work situation.

**2.8 Pre-Conditions of Training:** Preconditions of Learning Trainees must be ready to learn before they are placed in any training program. To ensure this, trainers should determine whether trainees are trainable (i.e., whether they have the ability to learn and are motivated to learn). In addition, trainers should try to gain the support of trainees and their supervisors prior to actually implementing the program. This is particularly important for training in sensitive areas such as diversity and gender and race discrimination.

### **Trainability**

Before the learner can benefit from any formal training, he or she must be trainable or ready to learn. This means to learn. To have the ability, the trainee must possess the skills and knowledge prerequisite to master the material. One way to determine this is to give trainees a work sample (i.e., an example of the types of skills to be performed on the job) and measure how quickly they are able to learn the material or how well they are able to perform the skills. Assessing trainees' ability to learn is of increasing concern to corporate America. In view of

the increasing technological knowledge required in most jobs, many Americans are not being educated at a level compatible with the requirements of most entry-level jobs. This situation appears to be getting worse in the United States since the entry-level jobs of the future are being unskilled while the pool of qualified workers is shrinking. Gaining the support of trainees and others.

If trainees do not see the value of training, they will be unlikely to learn new behaviors or use them on their jobs. Trainees should be informed in advance about the benefits that will result from training. If they see some incentives for training, it may strengthen their motivation to learn the behaviors, practice them, and remember them.

To gain the support of trainees for the training program, the trainer must point out the intrinsic (e.g., personal growth) and extrinsic (e.g., promotion) benefits of attending training. Employees are strongly encouraged to receive skills training. In fact, 5 percent of their yearly compensation is based on the amount of training they receive.

### **Conditions of the Learning Environment**

After ensuring the preconditions for learning are met, trainers should build a training environment in which learning is maximized. To do this, trainers need to decide how to best arrange the training environment by addressing the issues below.

#### **Over learning**

Over learning (i.e., practicing far beyond the point of performing the task successfully) can be critical in both acquisition and transfer of knowledge and skills. Generally, over learning increases retention over time makes the behavior or skill more automatic, increases the quality of the performance during stress, and helps trainees transfer what they have learned back to the job setting. Over learning is desirable in a program when the task to be learned is not likely to be immediately practiced in the work situation and when performance must be maintained during periods of emergency and stress.

#### **Goal Setting**

Goal setting can help employees improve their performance by directing their attention to specific behaviors that need to be changed. If employees set specific, challenging goals, they can reach higher levels of performance. For example, research has shown that goal setting has led to an average increase of 29 percent. Goal setting improves performance because it affects four mechanisms.

#### **Attention**

Trainers should try to design training programs and materials to ensure that trainees devote attention to them. They can do this by choosing a training environment that is comfortable to trainees (e.g., that has good temperature, lighting, seats, plenty of room, snacks) and free from distractions.

#### **Transfer of Training**

The ultimate goal of a training program is that the learning that occurs during training be transferred back to the job. To maximize transfer, the following suggestions have been offered. These include ideas for the training session itself as well as for the employee once he or she has returned to the job:-

1. Maximize the similarity between the training context and the job context. That is, the training should resemble the job as closely as possible. At GE, for example, the action-learning process focuses on real business problems.
2. Require practice of the new behaviors and over-learning in training.
3. Encourage trainees to practice skills on their jobs in between training sessions.
4. Develop, and have available on the job, job aids to remind employees of the key action steps necessary on the job.
5. Make sure that the general principles underlying the specific content are understood in training.

## **2.9 Assessment of Benefits of Training Program**

Training programs are designed to achieve specific goals that meet felt needs. There is always the temptation to begin training without a thorough analysis of these needs. Should this happen, the training programme becomes inappropriate and its administration turns out to be perfunctory. There are other benefits of needs assessment: Trainers may be informed about the broader needs of the trainees. Trainers are able to pitch their course inputs closer to the specific needs of the trainees. Assessment makes training department more accountable and more clearly linked to other human resource activities, which may make the training programme easier to sell to line managers. Consequences of absence of training need assessment. The significance of needs assessments can be better understood by looking at the consequences of inadequate or absence of needs assessments. Failure to conduct needs assessments can contribute to:

- Loss of business
- Constraints on business developments
- Higher labour turnover
- Poorer –quality applicants
- Increased overtime working
- Higher rates of pay, overtime etc
- Higher recruitments costs, including advertising and incentives
- Greater pressure and stress on management and staff to provide cover
- Pressure on job evaluation, grading structure payment system and career structure
- Additional retention costs in the form of flexible working time.
- Need for job redesign and revision of job specification.
- Undermining career paths and structure
- Higher training costs.

The first step in training is to determine that a need for training actually exists. An organization should commit its resources to a training activity only if the training can be expected to achieve some organizational goal. The decision to conduct training must be based on the best available data, which are collected by conducting a needs assessment. This needs analysis ideally should be conducted in the context of a human resource planning (HRP) program and timely and valid performance data. Companies that implement training programs without conducting a needs assessment may be making errors or spending money unnecessarily. For example, a needs assessment might reveal that less-costly interventions

(e.g., personnel selection, a new compensation system, job redesign) could be used in lieu of training. Despite the importance of conducting needs assessments, few employers conduct such an analysis in the context of their strategic plans or any form of strength, weakness, opportunity, or threat analysis.

A needs assessment is a systematic, objective determination of training needs that involves conducting three primary types of analyses. These analyses are used to derive objectives for the training program. The three analyses consist of an organizational analysis, a job analysis, and a person analysis. After compiling the results, objectives for the training program can be derived. Many trainers suggest that a training need is any discrepancy between what is desired and what exists. Thus, one of the goals of the needs assessment is to note any discrepancies. For example, the World Bank recently determined through a needs assessment that many of its constituents from Eastern Europe required training in transforming state-owned businesses into self-sustaining businesses. The organization contracted with a number of universities to develop and provide the necessary training.

Comparisons between the expected level of performance specified (from the job analysis) and the current level of performance exhibited (evident in the person analysis) may indicate performance discrepancies.

**Developing a Training Program:** There are seven major steps that need to be managed in developing a training development program.

1. Identifying training needs
2. Defining training
3. Objectives

Selecting trainees Determining the training contents and choosing training methods. Training Methods Selection of trainers Evaluation: Identifying Training Needs; The Training Program should be beginning with the identification of organization need for such a program. The primary aim of training is to bring about suitable change in the individual so that he can be useful to the organization. Therefore training needs have to be related to organization s demands as well as individual requirements. In all such situation the organization will have to identify the training needs of its employees. Defining Training Objectives Training usually means skills training having fairly direct or immediate applicability.

The objective of training differs according to the employees belonging to different levels of organisation. The basic objective of training is to establish a match between man and his job. Thus training aims at improving knowledge and skills level and developing right attitude among employees in order to enable them to perform their present job effectively or to prepare them for a future assignment. However from the point of view of an organization, employee's growth is a mean to organizational effectiveness.

## 2.10 Conclusion

It is another important decision concerns the selection of trainees. For an organization providing the right training to the right people can help to create and maintain a well-trained and stable work force. While selecting trainee due attention should be given to employee needs and motivation, skill obsolesces and retaining requirements. Many companies have moved in the direction of training employees to have multiple skills called multiskilling.

In particular, multiskilling is relevant where semiautonomous or self-managed teams are



utilized. Everyone is encouraged to learn all of the jobs of the team and employees are generally paid according to the number of skill that they have developed. Determining the Training contents and choosing training methods.

Training objectives guide the training curriculum. The contents will vary according to the type of the training and the specific requirement of the trainees. The type of employees training method best suited to a specific organization depends upon a number of factors, such as skills required for the job, qualification of candidate to be trained, kinds of operating problems confronted by the organization and the support of the higher management to the training program.

**Training Budget** Training budget involves out flow of funds from the organisation for which budget should be available. Formulating a training budget will be an interactive process with the other steps in developing skills training program. Budget constraints may limit the human resources manager's alternatives and must therefore be considered during all phases of the development process. Decision regarding Trainers .

An effective training program cannot be developed if effective trainers are not available. Organisation has the option of using staff trainers or of seeking contract trainers outside, or of doing both when available. Staff trainers- full time specialist on the organisation payroll or member selected to do part-time training. The key to success however is selecting the right individual and providing them with the tools they need to be effective. Selecting good trainer is often not easy.

### **2.11 Self-Assessment questions**

1. Briefly Explain the pre - conditions of developing training program?
2. Discuss how organizational analysis can help in designing an effective training program?
3. Discuss knowledge; skills and abilities (KSAs) are necessary to perform these tasks.
4. Briefly Explain the benefits of assessment of Training program?
5. How does the firm attract, retain, and motivate diverse work force?

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## **LESSON -3**

### **UNIT: 3 TRAINING COURSE**

#### **3.0 Learning Objectives**

To Understand the concept of training policy and its need

To Explain the important components of training policy

To Discuss the salient features of National Training Policy 3013

#### **Structure**

3.1 Introduction

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#### **3.1 Introduction**

In the previous unit we discussed systems approach to training as one of the important components of designing coherent training strategy. The other important component is training policy. Training policy is broadly an outline of staff training and development process with operational guidelines which aims at identifying the core competencies required by development professionals at all levels and how to impart or improve these competencies through induction and refresher training programmes

#### **After studying this unit you should be able to:**

- Understand the concept of training policy and its need
- Explain the important components of training policy
- Discuss the salient features of National Training Policy 3013

### 3.2 Training Policy-Meaning and Need



The Training Policy is also referred to as ‘Staff Training and Development Policy’ or ‘Employee Development Policy’ or ‘Employee Training and Development Policy’ etc. It is the starting point and refers to the development organization’s learning and development programmes and activities at all levels. Training policy may be defined as a plan or course of action or guiding principle intended to influence and determine decisions & actions related to capacity building of all employees. The training policy structure is given below for your understanding.

According to Kumar and Ghosh “An organization’s training policy statement would cover the aspects that follow

- i) Guidelines determining educational and training goals and the selection of courses to attain these goals.
- ii) Development of educational activities and full detail concerning course length, content, materials, costs, etc.
- iii) Financial assistance for capacity building for attaining educational pursuit of an organization.
- iv) Certification of the training. v) Training records to be completed and kept updated at all time

#### iv) Training Policy Structure

**Introduction/definitions/scope:** outlines the purpose and reach of policy.

**Cultural/philosophical:** Specify the values, vision, ethos, guiding principles of development organization etc.)

**Legal issues:** Mentions the jurisdiction, safety, discrimination, etc.

**People:** Where employees stand in organizational priorities, input, care, compassion, etc

**Methods:** Training and development, career development, succession, recruitment and selection.

**Systems/tools:** Training and development manuals, media, knowledge and information management, responsibilities, etc.

**Process/operations:** How training and development relates to operations. **Financial:** Specifies the planning, budgets, prioritization, etc. **Responsibility/authority:** Mention how training and development is managed, enabling voluntary and additional training.

**Social responsibility:** CSR, ethics, environment, sustainability, diversity, etc. **Review and measurement:** Related to training and development, accreditation, qualifications, independent audit, etc.

**Scale, geographical and timing factors:** Relevant to the policy and situation. (Source: <https://www.businessballs.com/facilitation-workshops-andtraining/training-or-learning/>)

### **Need for Training Policy:**

Training is an effective and tested tool for performance enhancement as well as to raise the level of knowledge, attitude, and skills of personnel in the organization. Considering the importance of training, every organization needs to have its training policy. According to Kumar and Ghosh (1991), “The training policy must be an integral part of the total manpower policy and must contain principles and guidelines which will constitute the governing instrument of the training system”. The training policy has to be formulated in tandem with the mission of the organization and organizational objective and policy.

**Mission of the Organization :** The organization involved in training has to clearly state its mission. In other words, it should clearly state the various training activities and its action points clearly so that it would attract a larger number of participants to its training

- i) **Training Mission:** Besides the institutional mission, the training mission of the organization needs to be clearly spelt out. The Training Mission may, for example, be to impart cost effective and quality training to the participants. Once the mission is spelt out, it becomes easy on the part of the organization to work in a focused way.
- ii) **Organization Objective/Policy :** Once the mission statement is framed, the second step for the organization is to formulate its objective. If the organization is involved in various activities, such as teaching, research, and training, then, all these must be reflected in its objective. If it is specifically a training organization then its objective will be different from that of the former one.
- iii) **Training Objective/Policy:** Training Policy the training organization needs to formulate objectives of each and every training programme. The objective must be specific, something that could be achieved within a specified time.

### **3.3 Components of Training Policy:**

A training policy document should have the following components.

- i) **Introduction:** The introduction needs to explain the importance of training and capacity building for an organization.
- ii) **Need for Training Policy:** It should delineate why there is a need for training policy. For example, to maintain, and, to accelerate organizational performance, raising the capability of the human force working in the organization is essential.
- iii) **Rationale and Objective:** The training policy document should spell out the rationale behind the formulation of a training policy and various objectives of training policy. In other words, it should sight the reason and problems which the training policy would serve.
- iv) **Major Challenges and Concerns:** The training policy must address the major challenges and training concerns prevalent in an organization.

v) **Core Principles of Training:** The training policy document must address the core principles of training. It should include training need assessment, policy formulation, strategy planning, flexibility of training, and implementation of need-based training programmes, besides ensuring quality and relevance.

vi) **Training Strategy:** The strategy of the training policy must include the following aspects.

- Training approach and modalities
- Scope
- Periodicity of training
- Pre-training tasks like training need analysis
- Methodology
- Institutional framework
- Mode of capacity building
- Evaluation
- Trainer development like training of trainer
- Funding and finance
- Research project.

**i) Executing the Training Policy- Roles and Responsibilities:** The Training Policy should lay down a process map for executing the training policy. The roles and responsibilities of all the stakeholders must be clearly 38 Emerging Developments in Training delineated. For the effective implementation a “Nodal Officer/Training Manager” would be identified who will be responsible for the training requirements of the organization.

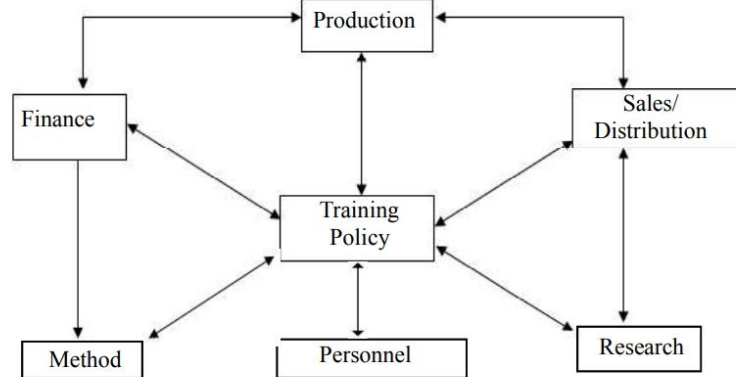
**ii) Training is an Ongoing Process:** Training should be an ongoing process of an organization. The types of training may vary at each stage, such as induction training, in-service training, and refresher training, and so on,

### **3.4 Features of A Good Training Policy:**

A successful training policy must include the following key features.

- i) The organization must recognize the role of training at the highest level, in other words, there must be active support at board and senior management levels. The organization must have a training policy mission and vision.
- ii) The policy must be realistic. It must be related to the identified needs of the organization, and it must not be for the sake of training. Any stereotypes must be avoided. The training must be what the organization wants and what the trainees want and not a mere compilation drawn from other training programmes.
- iii) The policy must be spelt out in clear terms.
- iv) The policy must state responsibilities clearly.
- v) The policy should state how in broad terms it is to be carried out.
- vi) The policy should state the role and responsibilities of the professional training division in the organization.
- vii) The organization should have strategic linkages with the other organization for various support for example hiring resource persons, tapping hostel facilities, etc.
- viii) Last but not the least; the training policy should not be constructed in isolation.
- ix) It should be formulated in coordination with the other policies of the organization. A coordination chart is given in the Fig. 3

Fig.2 Relationship of Training Policy with other Policies



### 3.5 National Training Policy-2013

The Department of Personnel and Training (DoPT) is the nodal agency of Government of India for matters related to training and training policy. Fulfilling this mandate, the National Training Policy was formulated in 1996. In view of the changed environment and emerging challenges, the policy was revised in consultation with all ministries and departments and National Training Policy - 2013 was formulated. The salient features of National Training Policy - 2013 are discussed in this section for your understanding (Source: National Training Policy 2013, DoPT, GOI).

#### 3.5.1 Background

The National Training Policy was issued in April 1996 through a set of Operational Guidelines for the development of the human resources of the Government. This followed the process of liberalization of the economy through de licensing and deregulation begun in 1991 and the 73rd and 74th Amendments to the Constitution, which took effect in 1993 thereby creating the third tier of Government at the Panchayat and Municipal levels. These, along with other changes since then, such as rapid economic growth, devolution of funds, functions and functionaries to the Panchayats and Municipalities, enhanced transparency through the right to information, globalization, climate change and extremism have created a complex and challenging environment in which the civil service has to function at a time when there are increasing expectations of its performance and ability to respond more efficiently and effectively to the needs of the citizens.

Government systems of personnel administration continue to focus largely on the rules and procedures governing the recruitment, retention and career development of the civil service. Systematic training of civil servants has continued to be mainly for the higher civil services with a large number of Group B and C employees receiving sporadic training, if any at all. With the creation of the third tier of Government, the training of functionaries in the Panchayat and Municipal bodies has become a critical concern.

For transforming the civil service, it is imperative to move to a strategic human resource management system, which would look at the individual as a vital resource to be valued, motivated, developed and enabled to achieve the Ministry/Department/Organization's mission and objectives. Within this transformational process, it is essential to match individuals' competencies with the jobs they have to do and bridge competency gaps for current and future roles through training

**3.5.3 Competency Framework:**

Competencies encompass knowledge, skills and behavior, which are required in an individual for effectively performing the functions of a post. Competencies may be broadly divided into those that are core skills which civil servants would need to possess with different levels of proficiency for different functions or levels. Some of these competencies pertain to leadership, financial management, people management, information technology, project management and communication. The other set of competencies relate to the professional or specialized skills, which are relevant for specialized functions such as building roads, irrigation projects, taking flood control measures, Training Policy civil aviation, medical care, etc

A fundamental principle of the competency framework is that each job should be performed by a person who has the required competencies for that job. Training has usually been based on the duties that are to be performed in a particular post. There has been no comprehensive review or classification of all posts in accordance with functions that are to be performed and the competencies required thereto. Thus, the issue of whether an individual has the necessary competencies to be able to perform the functions of a post has not been addressed. For moving to a competency-based approach, it would be necessary to classify the distinct types of posts and to indicate the competencies required for performing work in such posts. Once the competencies are laid down, an individual's development can be more objectively linked to the competencies needed for the current or future jobs. Career progression and placement need to be based on matching the individual's competencies to those required for a post. The training plan of each Ministry/Department/Organization needs to address the gap between the existing and the required competencies and provide opportunities to the employees to develop their competencies.

**3.5.3 Training Objectives**

The objective of training will be to develop a professional, impartial and efficient civil service that is responsive to the needs of the citizens. In doing so, care will be taken to emphasize the development of proper ethics, commitment to work and empathy for the vulnerable sections such as differently abled, senior citizens, socially disadvantaged etc.. The competency framework will be used to ensure that civil servants have the requisite knowledge, skills and attitude to effectively perform the functions they are entrusted with. The success of training will lie in actual improvement in the performance of civil servants.

**3.5.4 Training Target:**

All civil servants will be provided with training to equip them with the competencies for their current or future jobs. Such training will be imparted:

- o At the time of their entry into service, and
- o At appropriate intervals in the course of their careers.
  - Such training will be made available for all civil servants from the lowest level functionaries to the highest levels.
  - The opportunities for training will not be restricted only at mandated points in a career but will be available to meet needs as they arise through a mix of conventional courses, distance and e learning.
  - Priority will be given to the training of front line staff, including training on soft skills, so as to improve customer orientation as well as quality of service delivery to the citizens.

**3.5.5 Role of Ministries/Departments:**

Each Ministry/Department shall adopt a Systematic Approach to Training and shall:

- i) Appoint a Training Manager who will be the Nodal Person for implementation of the training function in that Ministry/Department;
- ii) Create a Training Cell with HR and Capacity Building Professionals to assist the Training Manager;
- iii) Classify all posts with a clear job description and competencies required;
- iv) Develop Cadre Training Plans (CTPs), based on the competencies required and training needs, for ensuring that all cadres under the Ministry/ Department or its attached/sub ordinate offices have a clearly articulated scheme for the development of their competencies while also indicating the programmes that are mandatory;
- v) Link the training and development of competencies of individuals to their career progression and ensure this by suitably amending service rules/ issuing administrative instructions;
- vi) Ensure that any non-training interventions that need to accompany training interventions are also taken up suitably;
- vii) Make the immediate supervisor responsible and accountable for the training of the staff working under him;
- viii) Incorporate an appropriate provision in any new scheme to ensure that suitable training is imparted for its proper implementation and sustainability;
- ix) Where feasible, use the services of the Training Institutions in developing the cadre training plans, outsourcing training, and/or providing advisory or consultancy services to the Ministry;
- x) Prepare an annual training plan for all the cadres under its control;
- xi) Implement the Annual Training Plan (ATP), by using the institutions under it or outside, so that the limitations on internal training capacity do not constrain the implementation of the training plan;
- xii) Allocate appropriate funds to enable the training to be carried out by institutions under its control or outside;
- xiii) Incorporate a separate section in the Ministry's annual report on training and capacity building activities undertaken during the year;
- xiv) Provide induction training to new entrants and prepare and upload the induction material on the website of the Ministry/Department for easy accessibility;
- xv) Organize 'On the Job' and 'In house' training as may be required.

### **3.5.6 Role of Training Institutions:**

Government training institutions lie at the heart of the training system. They are the repositories of the expertise distilled from the real world. The quality and manner of their functioning has a direct impact on what their trainees imbue and take with them. They will continue to be the mainstay for training of civil servants. Given their role, it becomes imperative for them to become leaders in the process of enabling learning and change. They should

- i. Have the requisite staff, infrastructure and finances to perform their functions;
- ii. Move to becoming models of excellence in the quality of the training they impart and as learning organizations through a process of self assessment and bench marking;
- iii. Provide technical assistance and advice in preparation of annual training plans for the Ministry/Department and in outsourcing training (if so required);
- iv. Play a key role in assisting the Ministries/Departments in the process of shifting to a



- competency based framework for training (as applicable);
- v. Assimilate technologies with a view to enabling learning anywhere, anytime for their clients;
  - vi. here, anytime for their clients;
  - vii. Supplement their current programmes with distance and e Learning courses;
  - viii. Conduct field studies and research as part of the process of becoming repositories of knowledge in the areas of their sectoral or functional specialization (as applicable);
  - ix. Provide advisory and/or consultancy services (as applicable);
  - x. Network with other institutions to share learning resources, experience and expertise;
  - xi. Facilitate the development of domain specific trainers and provide stability of tenure and opportunities for faculty development;
  - xii. Ensure that all trainers who join the institute are deputed at the earliest possible opportunity to undergo programmes for 'Training of Trainers'
  - xiii. Maintain database of trained manpower for future reference;
  - xiv. Give special focus on behavioral/attitudinal training.

### **3.5.7 Trainer Development:**

- i) The Trainer Development Programme (TDP) has been one of the most successful instances of transfer of learning under a donor project resulting in the development of a cadre of trainers. The concept of "once a trainer, always a trainer" that was enunciated in the National Training Policy, 1996 has aided its success. The Trainer Development Programme is, however, based on curricula and content developed over the last three decades. While the core principles of learning have not changed, there are new developments in the field of training techniques and particularly in the use of technology in enabling and facilitating training for large numbers of people. There is an urgent need to identify the current international best practices in training skills and techniques and develop a cadre of trainers in such skills/techniques. There is also a need for setting up a Learning Resources Centre (LRC), preferably on a suitable public private partnership mode so that sustainable indigenous capacity is built in this area.
- ii) Certification of trainers under the Trainer Development Programme has to be on a renewable basis related to their actually conducting a required 34 Emerging Developments in Training number of training programmes and also attending courses meant for upgrading their skills.
- iii) While the Trainer Development Programme on training techniques and skills has evolved over the years, the development of domain specific trainers has largely been ignored. Given the plethora of training institutions in the diverse areas of Government functioning, it is desirable to develop cadres of trainers in different sectoral and functional specializations. Different Ministries/Departments would need to take the initiative to develop such trainers in the areas of their responsibility.
- iv) The Sixth Central Pay Commission has proposed major incentives such as 30 percent

Training Allowance, rent free accommodation etc. for Central Training Institutions for Group A officers, in recognition of the importance of this function and to attract a wider range of officers to this function. It is recommended that State Governments provide similar incentives to the faculty of the State Training Institutions.

### **3.5.8 Foreign Training:**

Foreign training fills a crucial gap in the training system. It provides opportunities for officers to gain exposure to the latest thinking on different subjects in some of the leading institutions of the world. It exposes them to experiences and best practices of different countries with differing models of development and governance. Since 2001, the scheme of Domestic Funding for Foreign Training (DFFT) has become the main source under which officers are now sent for foreign training.

There is a need to continue and strengthen the DFFT scheme as well as other similar schemes of various cadre controlling authorities so that officers have the opportunity to attend both long term and short-term programmes to develop in depth competencies in a range of subjects/areas or specific specialized subjects. This is particularly important for officers who are likely to hold positions at the senior most levels of Government where they need to be aware of, and consider, the broader global context in policy formulation as well as international best practices.

### **3.5.9 Funding**

Each Ministry/Department/Organization shall provide adequate funding to meet the training requirement. The National Training Policy of 1996 had recommended that 1.5 percent of the salary budget be set aside by each Department to be used solely for the purpose of training. Given the likely increase in the need for training by moving to a competency based system, it is recommended that each Ministry/ Department/Organization set aside at least 3.5 percent of its salary budget for training.

**3.5.10 Training for Urban and Rural Development:** The 73rd and 74th Amendments of the Constitution resulted in a radical change in the status of the Panchayati Raj Institutions and Urban Local Bodies by prescribing constitutionally mandated devolution of powers and resources to them as the third tier of Government. These institutions are critical for the development of the rural and urban areas as well as delivery of many essential services to the citizen. The national level flagship programmes for rural and Training Policy urban development have highlighted the need for capacity development in the rural and urban level institutions for effectively implementing the programmes.

Rural and urban local bodies' functionaries need to have the competencies to be able to perform their work efficiently and their training is, therefore, of paramount importance. As the officers of the IAS and State Civil Services play an important role in the administrative set up at all levels, they need to be familiarised with grassroots institutions of rural and urban governance. As in case of attachment with other Departments, the Trainees may be given 'hands on experience' of grass root level administration in Panchayati Raj Institutions and Urban Local Bodies by placing them as Executive Officers of Gram Panchayats/Municipalities for a suitable duration. This arrangement may be made within the overall framework of the recommendations of the 'Syllabus Review Committee' for the induction training. Similar attachments could also be considered by the State Government for inclusion in the training schedule of probationers of the State Civil Services.

**Suggested areas for capacity building in rural and urban development:**

- i) **Rural Development :** Rural Sociology, Rural Development/Welfare Programmes, Rural Planning, Agricultural Marketing and Agricultural Finance, Rural Industries, role of Non Government Organizations in rural development, Rural Co Operatives, Conflict Management in Rural Areas;
- ii) **Urban Development:** Decentralization and Urban Governance, Urban land issues, urban environment, urban transport, Urban planning and Infrastructure development, Urban Poverty and Social Development, Municipal Accounts and Finance, e-Governance for urban development.

**3.5.11 Implementation and Coordination:**

- i. A National Training Council, chaired by the Minister, Ministry of Personnel, Public Grievances and Pensions, shall be constituted for giving overall direction for the implementation of this Policy.
- ii. For monitoring the implementation of the National Training Policy and taking appropriate steps to facilitate such implementation, there shall be a Committee chaired by the Secretary, Ministry of Personnel, Public Grievances and Pensions and consisting of the Secretaries of the Departments of Urban Development and Rural Development, Administrative Reforms & Public Grievances, the Director of the LBSNAA and three Representatives each of the State and Central Training Institutions (on a 3 year rotational basis) with Joint Secretary (Training) as the Member Secretary. This Committee will meet bi annually.
- iii. The Training Division of DoPT shall be the nodal agency for the implementation of this policy and shall issue appropriate guidelines to amplify and facilitate its implementation.
- iv. Development of Competency Framework: With the shift to development of a competency based framework for the management of the Human Resources including training, the Training Division would need to enhance its own capacity (in terms of staff and their competencies) to be able to Emerging Developments in Training provide the leadership in detailing the manner in which the work is to be done, providing guidance and handholding support to the Ministries and Departments and monitoring the progress so that the standards of quality in developing the competencies are adhered to and the task is completed in a reasonable period in a mission mode.
- v. Capacity Building for National Flagship Programmes: Ministries are scaling up their training activity and National Flagship Programmes such as the Jawaharlal Nehru National Urban Renewal Mission (JNNURM), Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGP), National Rural Health Mission (NRHM), and Sarva Shiksha Abhiyan (SSA) are allocating large amounts for capacity building. In this scenario, it becomes even more important to ensure that such training/capacity building programmes are properly conceived, structured, implemented and their impact assessed so that the expenditure achieves the purpose it was meant to. The Training Division would need to take the lead in developing the competencies of the Training Managers in the Ministries so that they are better able to provide support and guidance to their Ministries in the design and implementation of capacity building schemes.
- vi. The Training Division needs to provide technical support to the Ministries concerned and the States in the development of need based training schemes through creation/augmentation of training infrastructure, faculty development and out sourcing of training. Many states already have excellent infrastructure in the apex training institutes as well as SIRDs and SIUDs. With proper co ordination, synergy can be

created with the state ATIs so that capacities, which already exist, can be optimally utilised.

- vii. **Distance and E Learning:** Distance and e learning provide unparalleled opportunities for meeting the training needs of large number of civil servants dispersed across the country in different cities, towns and villages. The Training Division has taken a major step in this direction by tying up with IGNOU to facilitate distance learning in a wide range of subjects and courses. Technology provides the means to make available a vast resource of learning material and courses online providing individuals with enormous choice and flexibility in learning. The Training Division needs to take the lead to ensure that institutions make available training courses/material through an E Learning Portal as well as through the more conventional modes of distance learning. The portal would be a platform to bring together the numerous Government and other training institutions for providing a single point of access to the repository of training resources. The Training Division should also build up databases of the training resources available such as calendars of training programmes of different institutions, faculty in different subjects, etc.
- viii. **Capacity Building in States: State Training Policies:** It is recommended that each State formulate/adopt a training policy based on and similar to the new National Training Policy so that there is a formal, articulated framework within which training is conducted at the state level. This would enable States to develop an action plan including identification of institutions, training programmes, trainers etc. for training of State civil servants. In order to facilitate the process of formulation of training policies by the States, a model State Training Policy Training Policy may be prepared by the Training Division.

**Role of State Administrative Institutes (ATIs):** It is recommended that the State Governments designate the State Administrative Training Institutes as Apex Training Institutions of the State and empower them to play a lead role in co ordinating training across sectors and departments. Further, the ATIs need to be strengthened with adequate funds, infrastructure, manpower and decision-making powers. **Support from Training Division:** The Training Division continues to have an extremely important role in supporting the development of Training Capacity in the States. It needs to be provided with adequate funds for supporting need-based training schemes as may be proposed by the States. It should focus on the following:

- a) Supporting the creation of decentralized training infrastructure (at the divisional, district or sub district levels) concomitant with the development of trainers at those levels;
- b) Strengthening and empowering State training institutions (including improving the quality of selection of faculty and their development); and
- c) Specifically supporting training of civil servants at the grassroots level, including Panchayat functionaries, to improve delivery of services by upgrading their skills and knowledge and improving their responsiveness in meeting citizens' needs

### **3.5.13 Monitoring and Evaluation:**

Monitoring and Evaluation (M&E) is a powerful tool to improve the way governments and organizations achieve results. Research studies indicate that effectiveness of training and development is significantly increased if the monitoring and evaluation of training

programmes is systematically undertaken. In the era of globalisation and competition, training cannot remain an act of faith. It needs to demonstrate the returns on investment.

Evaluating the effectiveness of training is a very important but difficult aspect of training administration. Often, the evaluation in training institutions is limited to post course questionnaires inviting trainees to comment on the course, trainer and training material. This cannot give a fair measure of whether investment in training is justified. Consequently, there is a need to embed comprehensive impact evaluation in the training eco system where evaluation is not confined to the quality of training programmes or the learning derived by the participants but also evaluates changes in the job behavior that resulted from the programme and its impact on organizational effectiveness and improvement in the satisfaction level of clients/citizens.

#### **3.5.13 Role of Training Division:**

- a. Monitoring the implementation of National Training Policy
- b. Maintain a database of training and development activities undertaken by various Ministries/Departments
- c. Issue advisories from time to time so that training programmes are conducted based on 'Systematic Approach to Training' and build capacity of the Ministries/Departments and training institutions in the area.
- d. Ensure that Training Managers are appointed in all Central Government Ministries/Departments, build their capacity and work in close coordination with them.

#### **3.5.14 Role of Ministry/Department:**

I) Develop a Training Management Information System (TMIS) to facilitate training and development activities of the Ministry/Department.

II) Undertake benchmarking/evaluation study of training institutions under the control of Ministry/Department to mould them as Centres of Excellence

III) Commission surveys/studies to measure the clients'/customers' satisfaction level on the services delivered by the Ministry/Department

IV) Review the implementation of the Annual Training Plan, Cadre Training Plan and the functioning of Training Institution(s) under the Ministry/ Department (including attached/subordinate offices) and in particular to look at the:

- a) Utilisation of training capacity;
- b) Quality of training conducted;
- c) Adequacy of the physical and training infrastructure, faculty, finances and delegation of powers for carrying out the institutes' mandate;
- d) Training of the Group B and C staff, particularly those at the cutting edge level (as may be applicable); and
- e) Proper selection and development of faculty, incentives for them and stability of their tenure. The conduct and character of the selected faculty should be demonstrative of the ethics and values taught in the classroom.

#### **3.5.15 Role of Training Institution**

- I) Keep track of latest and international trends in training and development and replicate/assimilate them in Indian context
- II) Constantly hone and upgrade the skills of trainers/faculty members in the new and emerging training techniques and methodologies and assess/review their performance as trainers/faculty.

- III) Constantly review and modify curricula, content and training methodologies to take account of training feedback and the needs of clients;
- IV) Put in place a rigorous system of evaluation of training programmes and assessment of their impact on individual's performance over time; and
- V) Conduct evaluation studies to assess the impact of training programmes conducted by it on organizational performance.

### 3.6 Conclusions:

Training policy is broadly an outline of staff training and development process with operational guidelines which aims at identifying the core competencies required by development professionals at all levels and how to impart or improve these competencies through induction and refresher training programmes. Keeping this in view in this unit we discussed the meaning and need for training policy, different components of training policy and salient features of National Training policy 3013

### 3.7 Self-Assessment Questions

1. Briefly explain the objectives and Key aspects Training policy?
2. Discuss the Role of Ministry/Department in training policy?
3. Explain the Components, Features of good Training Policy
4. Explain the National Training Policy – 3013.
5. Explain the training process for Urban and Rural Development.

### 3.8 Suggested Readings:

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## **Lesson-4**

### **PRINCIPLES OF TRAINING**

#### **4.0 Objectives**

1. Understand Meaning and nature of Training and Development
2. Know the objectives of Training
3. Study the needs and importance of Training
4. Understand the concept of Training and Development
5. Know Management Development Programme (MDP)
6. Understand the requisites for the Success of Management Development Programme (MDP)
7. Study Training Practices in India
8. Make and evaluation of Training Facilities.

#### **Structure**

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Nature of Training and Development
- 4.3 Objectives & Key Aspects Training and Development.
- 4.4 Differences between Training and development.
- 4.5 Management Development Programme (MDP)
  - 4.5.1. Company or Organization
  - 4.5.2 Managements Techniques and Principles
  - 4.5.3. Human Relations
  - 4.5.4. Technical Knowledge and Skills
  - 4.5.5 Personnel Skills.
- 4.6 Training & development scenario in India.
  - 4.6.1 Training & development in India
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#### **4.1 Introduction**

A training programme enables the trainee to achieve the reasonable level of acceptable performance. To achieve improved performance and increase in productivity, quality and profitability. Change Organizational climate and culture, to improve health and safety and Possibility and personal growth and development. Training generally is intended to provide training experiences that help people perform efficiently in their present and future jobs.

Training is a process in which abilities are developed into specific required skills knowledge or attitudes. Thus managing the training process can go a long way towards enhancing its effectiveness. If training programs are well conceived and well executed, both the organization and its employees benefit. A comprehensive process helps managers ensure that the objectives of the training program are met.

Training enables the employees to get acquainted with jobs and also increase, their aptitudes and skills and knowledge. It makes newly recruited employees fully productive in the minimum of time. Even for the old workers, it is necessary to refresh them and to enable them to keep up with new methods and techniques as well as new machines and equipment for doing the work. Thus, training is not a one-step process, but it is a continuous or never-ending process because it increases the knowledge and skills of new employees in performing their jobs and serves as a refresher course for the old employees. Training job will never be finished as long as the organization remains in operation. At any given time, the different phases of training programme will be found at practically every stage of progress. Men may be learning by their own experiences and by trial and error methods. Training does not disappear from any organization merely because its presence is ignored. The purpose of training is to bring about improvement in the performance of workers. It includes the learning of such techniques as are required for the intelligence performance of definite task.

There is a growing realization about the importance of training in Indian organizations, especially after globalization. This has posed a lot of challenges to Indian industries. Without efficiency, effectiveness and competency, it would be impossible to survive and to be internationally competitive, all out efforts are required. Quality innovation, technology upgradation, cost reduction and productive work culture, have thus become the slogans of every industry, which no organization will be able to achieve without continuously training its human resources. Justifiably, therefore, there is an upward trend in investment in training in many organizations. But increasing the investment in training and hiking training budgets is not going to achieve desired results. There are certain fundamentals and basic in training which must be given due importance if investments have to bring in returns.

#### **4.2 Nature of Training and Development**

Training is the most important component of Human Resource Development (HRD) but HRD is training plus. An organization which aspires to grow must be in tune with the changing needs of the society. Training becomes relevant in the context since it is only through training that the gap between performance of the organization and the felt need of a changing society can be neutralized. Training reduces the gap by increasing employees' knowledge, skill, ability and attitude. Training makes a very important contribution to the development of the organization's human resources and hence to the achievement of its aims and objectives.

To achieve its purpose, training needs to be effectively managed so that the right training is given to the right people, in the right form, at the right time and at the right costs. The term training 'indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. Training is a vital phase of management control. It helps in reducing accidents, eliminating wastages and increasing, the quality of work.

Training and Development are terms which are sometimes used interchangeably. Development was seen as an activity associated with managers; In contrast training has a



more immediate concern and has been associated with improving the knowledge and skill of non-managerial employees in the present job. Training and development may be regarded interactive, each complementing the other. The logical step for the organization is to produce a plan for human resource development (i.e. training and development) which will dovetail into the employee resourcing plan (i.e. Selection) and the organization's overall strategic plan. Objectives of Training The primary objective of training is to prepare employee.

### 4.3 Objectives & Key Aspects Training and Development



The primary objective of training is to prepare employees – both new and old, for promotions to positions which require added skill and knowledge. This means that the training may range from highly specific instruction as to steps in the performance of a given job to very general information concerning the economy and society. Therefore, it is necessary to establish the goals of training very cautiously. The objectives of training are as follows:

- (i) To impart to new entrants the basic knowledge and skill they need for an intelligent performance of definite tasks;
- (ii) To assist employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills, they will need in their particular fields;
- (iii) To build up a second line of competent officers and prepare them to occupy more responsible positions;
- (iv) To broaden the minds of senior managers by providing them with opportunities for an inter-change of experiences within and outside with a view to correcting the narrowness of the outlook that may arise from over-specialization;
- (v) To impart customer education for the purpose of meeting the training needs of Corporations which deal mainly with the public. In a nutshell, the objectives of training are to bridge the gap between existing performance ability and desired performance.¶
- (vi) Organizational Objectives – They assist the organization with its primary objective by bringing individual effectiveness.

Functional Objectives – They maintain the department's contribution at a level suitable to the organization's needs. Societal Objectives

– They ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Following can be briefly summarized as training objectives.

- a) To create constant awareness in the minds of all sections of employees of the mission of the industry, its objective and goals.
- b) To encourage self-development to achieve organization goals with a sense of belonging and commitment to organization and thereby ensuring development of a proper work ethos in the Industry and fostering of team spirit.
- c) To identify the training needs of the entire personnel in industry in keeping with the corporate plans and in consultation with the user departments.
- d) To impart knowledge and skills necessary for performing the job efficiently and effectively and to keep the employees to acquire necessary conceptual, technical, human and managerial skills in the areas of decision-making and problem-solving.
- e) To make available in adequate number sufficiently trained manpower to meet the diverse needs of a rapidly growing industry.
- f) To organize special training programme to improve employment opportunities as well as career prospects of persons belonging to SC/ST, minorities, handicapped, ex-servicemen, etc.
- g) To organize training activities as aids to:
  - o Career Planning and growth
  - o Succession planning.
- h) To educate and equip the employees to respond to the expectations of customers, and to accept responsibilities to attain a sense of achievement.
- i) To achieve effectiveness of training through tapping the in-house training facilities as well as sources available externally in a balanced manner so as to develop internal faculty support at all levels and disciplines.

Since training is a continuous process and not a one-shot affair, and since it consumes time and entails much expenditure, it is necessary that a training programme or policy should be prepared with great thought and care, for it should serve the purposes of the establishment as well as the needs of employees. Moreover, it must guard against over-training, use of poor instructors, too much training on skills which are unnecessary for a particular job, imitation of other company training programme, misuse of testing techniques, inadequate tools and equipment, and overreliance on one single technique – e.g., on slides, pictures on lecturers – and not enough on practice.

#### **4.4 Differences between Training and Development**

Training is the systematic modification of behavior through learning which occurs as a result of education, instruction development and planned experience. Training is the

increasing knowledge and skill of an employee for doing a particular job; Training is a short term process utilizing a systematic and organized procedure by which trainees learn technical knowledge and skill for a definite purpose. Training is a process of learning a sequence of programmed behavior. It implies application is a process of learning a sequence of programmed behavior. It implies application of rules and procedures to guide their behavior thereby improve their performance. Training is a systematic programme to increase the knowledge, skills, abilities and aptitudes of employees to perform specific jobs.

Training is concerned with increasing the knowledge and understanding of the total environment. Development is concerned with the growth of an employee in all respects. Development programme seek to develop skills and competence for future jobs while training programme are directed toward maintaining and improving job performance. Thus training is a process by which the aptitudes, on the one hand skills, abilities of employees to perform 85 specific jobs are increased. On the other hand, education is the process of increasing the general knowledge and understanding of employees.

### **Distinction between Training and Development**

<b>Training</b>	<b>Development</b>
Training means learnings skills and knowledge for doing a particular job. It increases job skills.	Development means the growth of an employee in all respects. It shapes attitudes.
The term 'training' is generally used to denote imparting specific skills among operative workers and employees.	The term 'development' is associated with the overall growth of the executives.
Training is concerned with maintaining and improving current job performance. Thus, it has a short-term perspective.	Executive development seeks to develop competence and skills for future performance. Thus, it has a long-term perspective.
Training is job-centred in nature.	Development is career-centred in nature.
The role of trainer or supervisor is very important in training.	All development is 'self development'. The executive has to be internally motivated for self-development

Development refers to those learning opportunities designed to help employee grow. Development is not primarily skills-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions. Efforts towards development often depend on personal drive and ambition. Development activities, such as those supplied by management development programme are generally voluntary.

**4.5 Management Development Programme (MDP):** Management Development Programme (MDP) Management development programmes, aim systematically to identify talent, improve skills, widen experience and help people to grow in their ability to accept greater responsibility.

- 4.5.1. Company or Organization
- 4.5.2 Managements Techniques and Principles
- 4.5.3. Human Relations
- 4.5.4. Technical Knowledge and Skills
- 4.5.5 Personnel Skills.

**4.5.1. Company or Organization:** The Management Development Programme (MDP) relating company or organization may contain the following sub-areas :

- a. Objective and philosophy of company;
- b. Policies, procedures and practices of an organization;
- c. Products and services;
- d. Organizational structure and organisation dynamics;
- e. Plant facilities;
- f. Financial aspects such as investment planning, financial planning and control capital budgeting;
- g. Labour management relations etc.

**4.5.2 Managements Techniques and Principles:** Under this main area the following sub-areas may be included:

- a) Organization principles;
- b) Financing, planning and management;
- c) Cost analysis and control;
- d) Operations research and data processing;
- e) Marketing management, marketing research;
- f) Production planning and control;
- g) Management and administration;
- h) Decision-making.

**4.5.3 Human Relations:** In this constituent the below mentioned sub-areas may be included :

- a) Motivation;
- b) Understanding human behavior;
- c) Group dynamics;
- d) Discipline;
- e) Complaints and grievances;
- f) Collective bargaining;
- g) Counseling and suggestion scheme;
- h) Selection methods and procedures;
- i) Attitudes, training and development;
- j) Job evaluation and performance appraisal;
- k) Labour economics;
- l) Supervisory responsibilities.

**4.5.4 Technical Knowledge and Skills :**

Under this main area the following sub-areas may be included:

- (i) Computer technology;
- (ii) PERT/CPM;
- (iii) Linear programming;
- (iv) Materials handling;
- (v) Inventory control;
- (vi) Adequate understanding of technology, products, processes

**4.5.5 Personnel Skills.** It contains the following sub-areas : (i) Speaking; (ii) Report writing; (iii) Conference leadership; (iv) Learning through listening; (v) Reading improvement.

## **4.6 Training & Development Scenario in India.**

### **4.6.1 Training & development in India**

### **4.6.2 Vocational training in India**

### **4.6.3 Role of the government**

### **4.6.4 Role of enterprises**

### **4.6.5 Management training in India**

#### **4.6.1 Training & development in India:**

- The business environment in India has gone through many rapid changes in the recent past. The Government of India has brought about these changes in the form of globalization liberalization and privatization.
- Organizations not willing to change may not survive in the fierce competition. Imparting training to the employees is important to organizational development In India, attention has been given by the industry, government as well as training institutes towards a systematic development of their employees. As a consequence of the awareness of management training in the country, there has been growing need to find ways and means to determine the efficiency and effectiveness of training activity, from the point of view of organizational improvement.
- Indian Industry is presently on a fast development track. Improved technology and techniques are being imported from developed countries. In the context of globalization, human resource development with proper training to the workforce is required to meet the challenges in future and to win the global competitive advantage.
- Khanna S describes that the Indian Corporation for the first time realized the importance of people in their new paradigm of business. Indian corporate can achieve the competitive edge over rivals through innovation in the market and in depth understanding of customers 'needs. The quality of service component, and instrument to generate customer value, is naturally determined by the people delivering it.
- Indian companies have become innovative not only in how they recruit but also in whom they recruit and where they look for talent. Most of them have developed a recruitment philosophy to hire for overall skill and aptitude rather than specialized domain and technical skills. They rely on training and development to bridge skill gaps. Instead of hiring only from top engineering universities, technology companies recruit from second- and third-tier colleges all across the country and also in arts and science schools. Similarly, companies in the banking and hospitality industries hire from call-centers and the information technology sector. Diversity programmes are also being implemented, both out of necessity and social purpose. Women and older workers in particular are being targeted by technology companies and call centers, which are also reaching out to rural and disadvantaged communities.
- In the technology sector, new-recruit training programme typically span two to four months. In other industries programs range from two to four weeks. The training curricula are generally highly sophisticated and teach not only the required technical skills but also

the basics of topics like industry operations, customer management, communications, and team building. Formal induction training is typically followed by on-the-job training programs in which employees are assigned specific tasks under the supervision of trainers and managers.

#### **4.6.2 Vocational training in India:**

- Ever since India achieved liberty, the country has been busy in a progression of planned industrialization. In order to bridge the gap of more than 200 years of stagnation, the nation decided to achieve industrial development through five-year plans. But industrial development does not happen by itself. A multitude of other socio-economic problems have to be solved before any concrete results are achieved. The most far-reaching of these problems is that of human resources development. Process of education and training is both time-consuming and arduous.
- With the changing needs of industry, the skills developed by trainees in the Industrial Training Institutes (ITI) were not adequate and a great need was felt for on-the-job training. The Apprentices Act was therefore adopted in 1964 with a view to meeting the requirement for skilled workers in industry. The Act makes it obligatory for employers in both the public and private sectors to engage a prescribed proportion of apprentices. The duration of training for apprentices varies from six months to four years, depending on the trade. In the case of trade apprentices, training consists of basic training followed by —on-the-job or shop-floor training with related instruction throughout the period of training.
- During the whole period of training, apprentices are paid prescribed stipends. Enterprises employing more than 500 employees cover all the expenditure for apprenticeship training, including the stipend. For enterprises with fewer than 500 employees, expenditure for apprentices is shared between the concerned government and the enterprise. The cost of instruction is reimbursed to enterprises which provide it themselves, or is covered by the relevant government at its own cost. An apprenticeship contract is registered containing the obligations of the employers and apprentices. After the completion of training, a trade test is conducted for trade apprentices and the National Apprenticeship Certificate is issued to all apprentices who pass the test.
- The basic training is the same as the training provided in ITIs. Enterprises which do not wish to recruit trainees educated in ITIs take on —fresher apprentices and set up their own basic training centers (BTCs). Education is the foundation of a civil society. It is an instrument for providing access to opportunity as well as for maintaining that competitive edge which makes a nation prosperous. Whether it is industrial development, health care or emergence of a knowledgeable society, education is an essential input.
- Further, for sharing of information and creating awareness of their rights and responsibilities for an effective participation in the socio-economic development of the country, a scheme for workers' education was conceptualized. Accordingly, the Central Board for Workers' Education (CBWE), Nagpur, in the Ministry of Labour, Government of India, was established in 1958 to implement the scheme at national, regional and at village levels. This massive task is being ensured since then through a tripartite mechanism which the CBWE has adopted for its functioning.

#### 4.6.3 Role of the government

Training delivery is totally by the enterprise under the Apprentices Act, 1964. However, the following functions are performed by the state or the central government in the implementation of the apprenticeship training scheme:

- a. Development of legislation and policy under the Apprentices Act, 1964;
  - b. Provision of loans by state governments, for the setting up of training centers, where so required by the enterprise;
  - c. The expenditure incurred by the enterprise in the training of apprentices is 400 per cent exempted under the Income Tax Act;
2. The central government also reimburses 50 per cent of the cost of training for graduates, diploma holders and technician (vocational) apprentices; in addition, 50 per cent of the cost of training for fresher trade apprentices is also reimbursed by the concerned government - In the case of enterprises with fewer than 500 employees in total; curricula for the different trades under craftsmen and apprenticeship training schemes are developed by trade committees appointed by the Directorate General of Employment and Training;
  - a. Refresher training/retraining for instructors at training centers is carried out at the advanced training institutes of the Directorate General of Employment and Training: -Courses for officers are provided at the Central Staff Training and Research Institute, Kolkata. -Quantitative and qualitative inspection/monitoring of the training programme conducted by the enterprises are carried out by the respective governments.
3. After completion of training in enterprises, all apprentices are trade tested by the Directorate General of Employment and Training and National Apprentice Certificates are issued to all apprentices who pass the test.

The cost of theoretical/related instruction carried out by the enterprise is reimbursed by the respective governments and exemption of customs duty for training equipment is granted on the recommendation of the Directorate General of Employment and Training

#### 4.6.4 Role of enterprises:

- Apprenticeship training programs in industry were made statutory by the Apprentices Act, 1964, under the terms of which each enterprise is required to train a certain number of apprentices. This involves the following:
- The delivery of basic training and practical training for apprentices in the industry by the enterprise, with the whole cost borne by the enterprise; Appointment of experts from these training centers as members of the curriculum committee at the national level to draft the curricula for the Craftsmen and Apprenticeship Training Programme.
- The appointment of experts from these training centers as examiners and paper setters for the Craftsmen, Apprenticeship and Instructor Training Programmes; The appointment of the experts from the training centers as members of advisory committees, such as the Central Apprenticeship Council, the National Council for Vocational Training, the State Apprenticeship Council and the State Council for Vocational Training, as well as advisory committees of ITIs and Advanced Training

Institutes and the syllabus prescribed under the Apprenticeship Programme constitutes a minimum and the enterprise can train apprentices in higher skills.

#### **4.6.5 Management training in India:**

- Three different classes of managers existed in India. In the old enterprise of India, business man was believed to be born and so was a manager. This gave birth to high priests of management who controlled most of the entrepreneurship and industries. Later on with the advent of management institutes catering to the degree and diploma in business administration, another class of managers emerged who we call professional managers. The third group is the bureaucrats who take charge of the public enterprise by passing the civil services or Indian Administrative Services (IAS) examination.
- Although management is regarded as a profession, formal training is needed. Until recently managers acquired this professionalism by experience in their job by job rotation. But the trend is changing and more and more managers are being sent to training programmes to acquire new skills and knowledge to prove themselves useful in the organizations they are working.
- Training existed in India in the companies owned by foreigners by around 1930. University system did not offer any management training and the training was scattered. There were few subjects related to management like accounting, finance, economics and it was a part of commerce stream. The beginning of management education in India was when Indian Institute of Social Welfare and Business Management was established in 1945. This institute started diploma in Social Work (Labour Welfare). It was pioneering institute to start management courses in personnel as well as industrial management. .
- In 1950s with the recommendations of ILO and the Urwick O Mission to India, the government founded a Productivity center in Bombay which since then runs training courses in management. Then number of universities in India started part time and full time courses in management. Universities including Calcutta, Bombay, Delhi and Andhra, started three year part time diploma courses in industrial management. Now several universities run 2 years masters course. Calcutta University has recently introduced MBM and Burdwan University has come up with DIRPM. Indira Gandhi Nation Open University (IGNOU) is way ahead in offering number of management courses through correspondence. National Productivity Council established by Ministry of Industrial Development, runs number of management courses with the help of local councils.
- IIMs- When IIMs were established, the management education took new turn and these institutes became hall mark in the management education..
- IIM Calcutta had a tie up with MIT of USA where as IIM Ahmedabad had with Harvard University. These institutes also conduct short term management development programmes which is useful for the industries and corporate. Later on IIM Bangalore was established in 1972. It caters to management education for public sector. At present there are 9 IIMs as follows- Ahmedabad, Bangalore, Kolkata, Indore, Lucknow, Kozhikode, Shillong, Rohtak, and Ranchi.
- NITIE – National Institute for Training in Industrial Engineering was established in 1963. Though catering to the studies in Industrial engineering, it caters to



management courses as well.

- Banks- in 1960s NIBM was established to train bank personnel. It has carried considerable research in banking sector and banking services. The Institute of Financial Management was established in the then Madras mainly to cater to the training in the developmental banking.
- Later on all the nationalized banks established their own training centers to cater to the training needs of their personnel. The RBI has two training centers, one at Mumbai and other at Chennai.
- Defence – The Defence Institute of Work Study was established in 1960 at Mussorie. It has short term programmes for defence personnel. The institute of Defence Management was established in 1960 at Hyderabad.
- Over the last few years, management courses are taught in the College of Military Engineering in Pune and Defense Staff College at Wellington, in Nilgiris. IIPA - Indian Institute of Public Administration at Delhi runs number of short term management courses in addition to its main course of Public Administration. SIETI- The Small Industries Extension Training Institute was established in 1950 at Hyderabad. It conducts large number of short management courses useful for small industries.

**4.7 Training and Development in Retail-FMGC:** sector. Retail/FMCG Sector is the most booming sector in the Indian economy and is expected to reach US\$ 475-200 billion by 2046. With this rapid expansion and coming up of major players in the sector, the need of human resource development has increased. Lack of skilled workers is the major factor that is holding back the retail sector for high growth. The sector is facing the severe shortage of trainers. Also, the current education system is not sufficiently prepared to address the new processes, according the industry majors.

Training Programmes in retail/FMCG Sector Some of the training programmes that are given in the retail sector are:

- ✓ Sales Training
- ✓ On-the-Job Training
- ✓ Seminars/Workshops
- ✓ Customer Relationship Management
- ✓ Online Course
- ✓ Group Study
- ✓ Computer-Based Training
- ✓ Self-Directed Training

#### **4.8 Training & Development in Banking and Insurance Sector**

Favorable economic climate and number of other factors such as, growing urbanization, increasing consumerism, rise in the standard of living, increase in financial services for people living in rural areas, etc has increased the demand for wide range of financial products that has led to mutually beneficial growth to the banking sector and economic growth process. This was coincided by technology development in the banking operations. Today most of the Indian cities have networked banking facility as well as Internet banking facility.

In the Insurance sector also, rapid expansion has created about 5 lakh job opportunities approximately in the past five years. These openings are mainly in the field of insurance advisors or marketing agents. The eligibility criteria for these jobs are graduation with some experience in marketing or become insurance agents after completing school but this needs some training.

Earlier there were no training programmes as such for insurance agents but on-the-job training only that was given once the new agent was appointed. But now the scenario has changed, with the coming up of big players like ICICI Life Insurance, ICICI Lombard, HDFC Life Insurance, Tata AIG General Insurance etc in this sector, people who have had some formal training are preferred while recruiting because it can be helpful in the insurance field. However, only the insurance degree in this field does not guarantee success. To be successful an agent must have strong interpersonal, networking, and communication skills.

#### **4.9 Training and Development in Automobile Sector**

Earlier there were no training programmes as such for insurance agents but on-the-job training only that was given once the new agent was appointed. But now the scenario has changed, with the coming up of big players like ICICI Life Insurance, ICICI Lombard, HDFC Life Insurance, Tata AIG General Insurance etc in this sector, people who have had some formal training are preferred while recruiting because it can be helpful in the insurance field. However, only the insurance degree in this field does not guarantee success.

To be successful an agent must have strong interpersonal, networking, and communication skills. According to National Development and Reform Commission (NDRC), India's auto making capacity is expected to become 20 million units by the end of the year 2044 exceeding the yearly demand of about 8 million units. This rapid expansion is because of growing urbanization, rise in the standard of living of consumers, easy availability of finance, liberalization, privatization, and globalization of Indian Industry. This rapid expansion has created lots of job opportunities. Interested one in this sector has to specialize in automobile/mechanical engineering. Currently, Automobile in India is retaining around 40 million employees and is expected to employ more people in near future. Unorganized sector is employing 67% people while, organized sector is employing only 33% people, which is a major drawback for automobile sector.

With this rapid expansion and coming up of major players in the sector, the focus is more on the skilled employees and the need of human resource development has increased. The companies are looking for skilled and hard working people who can give their best to the organization. Various companies are opening training institutes to train interested ones in this sector, like Toyota has recently opened Toyota Technical Training Institute (TTTI) near Bangalore that will offer 4 courses in automobile assembly, mechatronics (a combination of mechanical and industrial electronics), automobile weld and automobile paint. TTTI will provide both a high standard of education and training in automotive technology as well as employment opportunities.

#### **4.10 Training and Development in Telecom Sector.**

- Telecom is one of the fastest growing sectors in India with a growth of 24% and revenue of Rs 86,720 crore in the year 2006. The sector is expected to grow over 450% by 2042. With increase in competition between the major players like BSNL, MTNL, Hutchison Essar, BPL, Idea, Bharti Tele services, Tata, etc, the requirement for mobile analysts, software engineers, and hardware engineers for mobile handsets has increased. However, holding an engineering degree is not enough to survive in the Telecom Sector.

- There is constant need of updating of knowledge, skills and attitudes. With this rapid growth in Telecom Sector, the need for trained professionals is bound to rise and so is the training need. The total training market in Telecom Sector is estimated to be Rs 400 crore. Many top players are spending a huge amount on training and development, for example BSNL alone spends more than 400 crore on training and development of its employees through the Advanced Level Telecommunications Training Centre (ALTTC) and 43 other regional training institutes. Reliance has also established Dhirubhai Ambani Institute of Information and Communication Technology.
- In addition to that, Bharti has also tied-up with IIT Delhi for the Bharti School of Telecommunication Technology and Management. 66 With the increase in competition, availability of huge amount of information through internet, magazines, newspapers, TV, etc, and increased awareness among customers, the demand to impart proper training in non-technological areas like customer care and marketing has increased too. Rapid technological changes, network security threat, mobile application development, growing IP deployment in the sector have brought back the training and development in the priority catalog.

**4.11 Training and Development in Pharmaceutical Sector.** India Pharmaceutical market is valued at about US \$8 billion and is expected to reach to US \$42 billion by 2040. Indian pharmaceutical market is 2% of world's pharmaceutical market. In the last two years, 3900 new generic products have been launched because of which its market value has been increased to about US \$355 million.

This rapid growth has also increased the training need of the sector.

- ✓ Training Areas
- ✓ Brand Protection
- ✓ Contamination Control
- ✓ Drug Verification
- ✓ Supply Chain Visibility
- ✓ Recall Management
- ✓ Shrinkage Reductions Preferred Training Method

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**4.12 Training and Development in IT Industry.** The Indian IT sector is growing at a very fast pace and is expected to earn a revenue of US \$97 billion by 2040. In 2006, it has earned revenue of about US \$ 40 billion with a growth rate of 30%. IT sector is expected to generate 2.3 million jobs by 2040, according to 68 NASSCOM (National Association of Software and Service Companies). With this rapid expansion of IT sector and coming up of major players and new technologies like SAP, the need of human resource development has increased.

There is a direct link between training investment of the companies and the market

capitalization. Those companies with higher training investment had higher market capitalization. It clearly indicates that the companies which have successfully implemented training programmes have been able to deliver customer goals with effective results. It shows that good training results in enhancement of individual performance, which in turn, helps the organization in achieving its business goals. Training is a tool that can help in gaining competitive advantage in terms of human resource.

With the growing investment by IT companies in the development of their employees many companies have now started their own learning centers. As an example, Sun has its own training department. Accenture has Internet based tool by the name of —My Learning‡ that offers access to its vast learning resources to its employees. Companies are investing in both the technical training, which has always been an essential part in IT industry, as well as in managerial skills development. Companies now keep aside 3-5% of revenue for training programmes. As an example, some of the major players like Tata Elxsi and Accenture are allocating 7% and 3% respectively of the company's overall revenue

#### **4.13 Training and Development in BPO Industry**

The various reasons behind the increasing training need in the BPO SECTOR are:

- (1) BPO industry is expected to generate 4.40 million jobs by 2040, and 6 million jobs by 2045, which is why training need has increased more than ever before.
- (2) High attrition rate in this sector reason being unsatisfied employee, monotonous work, neglected talent, inadequate know-how etc.
- (3) Coming up of high profile BPOs People working in BPO sector face the problem of night shift, job stress that results in de motivation.

Well-designed training programme with clear career path increases the job satisfaction among the young professionals and help them in becoming efficient and effective at the work place. Therefore, organizations have to handle such challenges of meeting training needs, although, the sector is taking a lot of initiatives in conducting training for new joiners. Companies are now aligning business goals with training costs. But what is more important is, is the development of the skills of middle management. Various BPO's have an elaborate training infrastructure that includes computer-based Training rooms, and specially trained and qualified in-house trainers.

The companies are now busy designing training programmes for their employees. These companies try identifying the strengths and weaknesses and are emphasizing more on their personalities, problem-solving. With constant change in processes, technologies, techniques, methods etc, there is a constant need of updating T&D for the BPO employees to consistently deliver customer goals.

#### **4.14 Conclusion**

- ✓ People want value for money that they spend and want great service. If they do not get it, they will not give second chance as they have wide scope.
- ✓ A high quality service depends upon how human resource is trained and developed to handle the competition in the emerging market. It is, therefore imperative to have different methods of training in corporate sectors.

- ✓ This helps employee socialize into their profession via formal and informal process that shapes how they see themselves and how their employers, peers and customers see them. The various corporate sectors in India could shed light on the training & Development atmosphere prevalent in their areas.
- ✓ Training is essential because technology is developing continuously and at a fast rate. Employees have to adapt to technological changes, improve product and service quality and boost productivity to stay in competition.
- ✓ The importance of training as means of improving productivity is readily recognized. Skills required for one job can be transferred to another job; it can be modified and supplemented. Training plays large part in determining the effectiveness and efficiency of the establishment.

**4.15 Key words:** Training and development, Collective bargaining, On-the-Job Training , Self-Directed Training.....

#### **4.16 Self-Assessment Questions**

1. Briefly explain the objectives and Key aspects training and development?
2. Discuss the Scope of Management Development Programme (MDP):?
3. Explain Training and development in various sectors with suitable examples ?
4. Explain the Perspectives of Training and development in retail-FMGC?

#### **4.17 Suggested Readings**

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## **Lesson -5**

### **TRAINING METHODS**

#### **5.0 Learning Objectives**

To understand the methods of training and development.

To know the techniques of training evaluation.

To Study the Training requirement for different types of employees.

To Evaluation system of training programme.

#### **Structure**

5.0 Introduction

5.1 Concept of Training methods and its types.

5.2 Training principle in India

5.3 Translating needs into Objectives and Establishing Training Goals:

5.4 Selecting trainers and providing training to trainers

5.5. Using selected training technique

5.6. Making the Curriculum and Choosing Training Method.

5.6.5 On-the-Job Training Methods

5.6.2 Job Rotation

5.6.3 Special Projects

5.6.4 Apprenticeship

5.6.5 Vestibule Training

5.6.6 Multiple Management

5.7 Evaluation system of training programm

5.8 Summary

5.9 Key words

5.50 Self-Assessment questions

5.55 Suggested Readings

#### **5.0 Introduction:**

Training is 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.



### 5.1 Concept of Training methods and its types

According to **Edwin B. 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 behavior of those trained and to enable them to do; their jobs better. Training makes newly appointed workers fully productive in the minimum of 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. In fact, training is a continuous process. It does not stop anywhere.

The managers are continuously engaged in training their subordinates. They should ensure that any training programme should attempt to bring about positive Changes in the (i) Knowledge, (ii) skills, and (iii) attitudes of the workers. The purpose of training is to bring about improvement in the performance of work. It includes the learning of such techniques as are required for the better performance of definite tasks.

The objective of training is to achieve a change in the behavior of those trained. In the industrial situation, this means that the trainees acquire new techniques skills, problems solving abilities and develop proper, work attitude. The trainees apply the newly acquired knowledge on the job in such a way as to keep them in the achievement of organizational goals and targets. Training is a necessary activity in all organizations, it plays a large part in determining the effectiveness and efficiency of the organization. Training is must for. all. A training programme enables the trainee to achieve the reasonable level of acceptable performance. To achieve improved performance and increase in productivity, quality and profitability. Change Organizational climate and culture, to improve health and safety and Possibility and personal growth and development.

- Assessment of training needs must also focus on anticipated skills of employees, Technology changes fast and new technology demands new skills. It is necessary that the employees be trained to acquire new skills. This will help him to progress in his career path. Training and development is essential to prepare the employee to handle more challenging tasks. Individuals may also require new skills because of possible job transfers. Employees commonly require only an orientation to new facilities and jobs.
- In modern times, business environments are fast changing. Fast changing technology and radical economic reforms have led to the emergence of new opportunities and threats for business organization and their employees. The survival and success of business organization depends upon its level of preparation to deal with emerging scenario. By constantly training and development its workforce from shop floor operations to senior managers to upgrade the knowledge and skills. By enhancing employee's skills and knowledge level, a company also develops loyalty updating and commitment among them. To gain these returns, companies must be prepared to invest heavily in training.

### 5.2 Training principle in India:

**Different types of training facilities available in India, are as follows :**

1. **Worker's Training** : This type of training had become very popular after the world war II. But the real progress in the direction was made. The following types trainings are given to the workers in our country :

(a)**Apprentice Training At, 5965** : During 5965 the Apprentice Training Act was

passed. About 550 Industrial Training Institutes were opened. More than 300 centres were set up established for Apprenticeship Training. There is a Advanced Training Institute in Chennai and Kolkatta has the Central Staff Training and Research Institute. There is the Foreman Training Institute in Bangalore. The Director General of Employment and Training, Government of India had established Training Centers under Craftsman Training Scheme. The National Apprenticeship Training Scheme was extended to other industrial houses also. Child Training Schemes were developed under Apprenticeship Scheme and now this has been extended to many new works.

**(b) Private Sector :** Normally the private sector has not introduced any formal training programme to its workers. But many business organisation have an induction programme to their new workers aimed at informing and educating them about the company, its products policies and management, etc. These programmes are generally conducted by their personnel department with the help of the supervisory staff. Now, may well<sub>1</sub> established private firms are conducting programmes in company based on their workers' needs and job requirements.

**(c) Public Sector Undertakings:** The public sector companies use their internal training facilities for training their non-supervisory employees. In some cases, employees are also encouraged to avail of the external training facilities. Sometimes they sponsor their candidature and meet the costs also. Some public sector organizations such as banks, insurance etc., have started well-organised training programme.

2. **Supervisors Training (a) General Education:** Normally supervisors are recruited either by promotion from ranks or by direct recruitment. The latter is the more widely followed practice in our country. But promotion from ranks is more common in western countries. Illiteracy and poor educational background very much limit the possibility of promotion to supervisory jobs from the ranks in India. The problem of supervisory training has, therefore, to be talked at the root and in order to bridge the gap between the potentiality of a worker for supervisory work and the post itself the level of general education needs to be raised. Many organisation have successfully undertaken training of junior and senior hands in Mathematics, Elements of Sciences etc. through regular routine classes during working hours.
3. **Training Institutes :** The Central Training Institute for Instructors has an additional course meant for supervisors which covers non-technical subject such as leadership, foundations for good relations, handling of problems, induction of new entrants, effective communication, and so on. Some institutes of new entrants, effective communication, and so on. Some institutes particularly Small Industries Service Institute, NITE etc., organize short-term training programme for supervisors.
4. **Training within Industry (TWI) :** Training Within Industry was formally introduced in India with the help of ILO experts. Many organisation, both in public and private sectors, have had persons trained by TWI Centre staff, so that they undertake supervisory training in their respective organisations. These programmes have had mixed results. The managements who have realised the importance of training for supervisors, and have not been led into complacency by the simplicity of TWI have obtained highly successful results and the programmes.

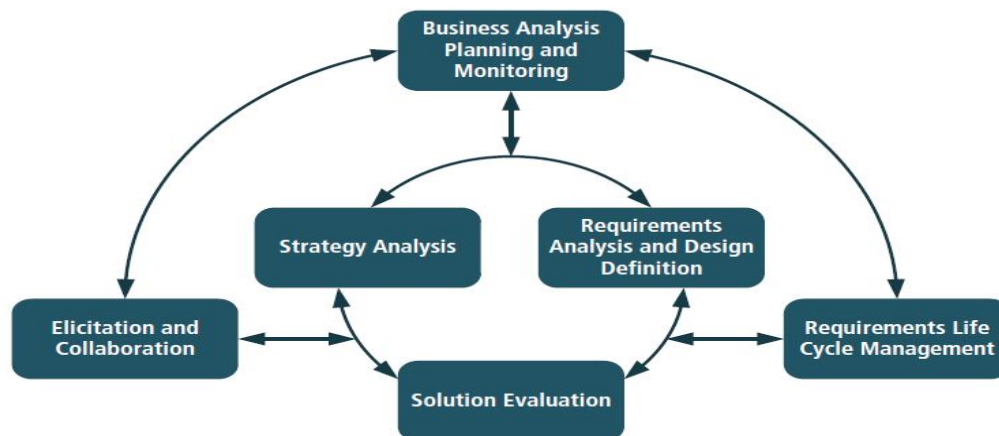


5. **Management Training :** The management training and development has attracted the greatest attention of both practicing managers and academicians in this field. This is due to the fact that management has every much lagged behind the imperative demand of the country. The major gap in the developing countries is managerial competence has to be homegrown to suit the ethos, temper and needs for our society. There are two types of facilities for training development of practicing managers.
6. **Business Organisation :** These organisations are employing managerial personnel to impart such training either through their own Management Training institutes or through organising lectures, instructors being their own line and staff managers or faculty being taken from outside in some cases. These organisations recruit fresh management trainees. They are put through training process while working in the organisation, Hindustan Machine and Tools Ltd., Hindustan Steel Ltd., LIC, Commercial Banks, Fertilizer Corporations and many other organisations in public sector Hindustan lever Ltd. TISCO, Reliance Ltd. and others in private sector have their own Management Training Institutes.
7. **Management Institutes :** There are many management institutes, associations and other bodies which organise short-term management development programmes. Prominent among these are Administrative Staff College, Hyderabad, IIMs., All India Management Association, and its local chapters, National Productivity Council, Indian Institute of Bank Management. Indian Institute of Personnel management, National Institute for Training in Industrial Engineering (NITIE). These bodies organised management development programmes ranging from 2 days to 52 weeks.

### 5.3 Translating needs into Objectives and Establishing Training Goals:

Once the training needs have determined the next important step is to translate the skills needed into specific training objectives or desired outcomes of training objectives. These training objectives or goals are then used to determine the specific courses that will be offered.

Figure 1.4.1: Relationships Between Knowledge Areas



Training objectives should include such matters as specific skills to be taught, the number of people to be trained and from which units, and the period within which such training should take place. Objectives for training programme that do not relate directly to specific job skills should also be considered for example, employee health and safety guidelines, promotion opportunities and self-study opportunities. Training objectives include the

general content of the training to be given. The most frequently adopted objectives or training subjects by the companies are: new employee orientation, performance appraisal, leadership, selection process, interpersonal skills, word processing, new equipment operation, team building, delegation skills, and listening skills. Sometimes, orientation regarding company policy and practices can be particularly important, especially for new employers.

#### **5.4 Selecting trainers and providing training to trainers:**

An effective training programme can be developed only when effective trainers are available. Firms have the option of using staff trainers or of seeking contract trainers outside, or of having both, types 'of trainers. 'Staff trainers' may be full-time specialists on the 4 of organization or may be part-time trainers. After their selection, they must be provided with the information regarding the persons who are to be strained. The trainers should be engaged after careful evaluation of their suitability and effectiveness so as to ensure quality training.

- Making the Curriculum and Choosing Training Methods After -deeming training objectives and translating into specific course areas, the trainees are identified and evaluated, management will be in a position to decide the overall curriculum, i.e., the arrangement of courses to be offered.
- The curriculum is a sort of grand plan of what training is to be presented and with what frequency. However, a part which must be added to this grand plan is the matter of training methods. Will the training be on the job, off the job, prior to employment, or prior to a formal assignment ? Will it be done by lecture computer assisted, or carried out by some other method ? Will it be long-term or short-term ?
- Preparation of training budget Preparing a training budget will be an interactive process with the other steps in formulating a training program. Budget constraints may limit the human resource manager's alternatives and must, therefore, considered during all phases of the development process. Costs that must be included in the training budget are : staff planning time, trainees' wages, trainers' salary, and expenses such as cost of training materials, travels, accommodations, and meals. If the desired training programme does not fit within budget constraints, the human resource manager must consider modification such as fewer trainees, different trainees, different training techniques, and a different training location. . Selecting trainers and providing training to trainers.
- An effective training programme can be developed only when effective trainers are available. Firms have the option of using staff trainers or of seeking contract trainers outside, or of having both, types 'of trainers. 'Staff trainers' may be full-time specialists on the organization or may be part-time trainers.
- After their selection, they must be provided with the information regarding the persons who are to be strained. The trainers should be engaged after careful evaluation of their suitability and effectiveness so as to ensure quality training. Using selected training technique.
- To conduct the training is a significant aspect of training process. Under this step, the trainers speaks, demonstrate, and illustrates in order to put over the new knowledge, skills, and operations. Besides, he suggests the trainee to be at ease, without any stress

and strain, and explains to him the necessity of the training programme and creation of trainee's personal interest in training.

- The trainer tells the sequence of the entire job, the need for each step in the job, the relationship of the job to the total work-flow, the nature of interpersonal behaviour required at the job, and so on. All key points should be covered and emphasised. Audio-visual aids should be used to demonstrate and illustrate. To ensure follow-up by the trainee, he should be asked to repeat the operations, and encouraged to ask questions for further classifications and understanding.

### 5.5. Using selected training technique:

- To conduct the training is a significant aspect of training process. Under this step, the trainers speak, demonstrate, and illustrate in order to put over the new knowledge, skills, and operations. Besides, he suggests the trainee to be at ease, without any stress and strain, and explains to him the necessity of the training programme and creation of trainee's personal interest in training.
- The trainer tells the sequence of the entire job, the need for each step in the job, the relationship of the job to the total work-flow, the nature of interpersonal behaviour required at the job, and so on. All key points should be covered and emphasised.
- **Audio-visual aids should be used** to demonstrate and illustrate. To ensure follow-up by the trainee, he should be asked to repeat the operations, and encouraged to ask questions for further classifications and understanding.

**5.6. Making the Curriculum and Choosing Training Method.** After -deeming training objectives and translating into specific course areas, the trainees are identified and evaluated, management will be in a position to decide the overall curriculum, i.e., the arrangement of courses to be offered. The curriculum is a sort of grand plan of what training is to be presented and with what frequency. However, a part which must be added to this grand plan is the matter of training methods. Will the training be on the job, off the job, prior to employment, or prior to a formal assignment? Will it be done by lecture computer assisted, or carried out by some other method? Will it be long-term or short-term?



**5.6.5 On-the-Job Training Methods:** This type of training is imparted on the job and at the work place where the employee is expected to perform his duties. It enables the worker to get training under the same working conditions and environment and with the same materials, machines and equipment's that he will be using ultimately after completing the training. This follows the most effective methods of training the operative personnel and generally used in most of the individual undertaking.

**5.6.2 On Specific Job:** On the job training methods is used to provide training for a specific job such a electrician motor mechanic plumbing etc.

(a) **Experience:** This is the oldest method of on-the-job training. Learning by experience cannot and should not be eliminated as a method of development, though as a sole approach; it is a wasteful, time consuming and inefficient.

In some cases, this method has proved to be very efficient though it should be followed by other training methods to make it more meaningful.

(b) **Coaching:** On-the-Job coaching by the superior is an important and potentially effective approach is superior. The technique involves direct personnel instruction and guidance, usually with extensive demonstration.

**5.6.2 Job Rotation:** : The major objective of job rotation training is the broadening of the background of trainee in the organization. If trainee is rotated periodically from one job to another job, he acquires a general background. The main advantages are : it provides a general background to the trainee, training take place in actual situation, competition can be stimulated among the rotating trainees, and it stimulates a more co-operative attitude by exposing a man to other fellow problem and view-points.

**5.6.3 Special Projects:** Special Projects : This is a very flexible training device. The trainee may be asked to perform special assignment, thereby he learns the work procedure. Sometime a task-force is created consisting of a number of trainees representing different functions in the organisation.

**5.6.4 Apprenticeship:** Under this method, the trainee is placed under a qualified supervisor or instructor for a long period of time depending upon the job and skill required. Wages paid to the trainee are much less than those paid to qualified workers. This type of training is suitable in profession, trades, crafts and technical areas like fitter, turner, electrician, welders, carpenters etc.

**5.6.5 Vestibule Training:** Under this method, actual work conditions are created in a class room or a workshop. The machines, materials and tools under this method is same as those used in actual performance in the factory. This method gives more importance to learning process rather than production.

**5.6.6 Multiple Management:** Multiple management emphasizes the use of committies to increase the flow of ideas from less experience managers and to train them for positions of greater responsibility. The McCormick & Company of Baltimore, U .S.A. developed the programme. The company claims that the plan has increased employee efficiency, reduced labour turnover and absenteeism, and enabled the company to pay higher wages than those prevailing in the area and industry. In this method; a junior board authorized to discuss any problem that the senior board may discuss, and its members are encouraged to put their mind to work on the business a whole, rather than too concentrate to their specialized areas.

- **Training requirement for different types of employees:** Employees at different levels require training. Unskilled workers require training in improved methods of handling machines and materials to reduce the cost of production and waste and to do the job in the most economical way. Such employees are given training on the job itself and the training is imparted by their immediate superior officers, sardars or foremen. The training period ranges from 3 weeks to 6 weeks, which varies in duration from a year to three or five years. Craft training is imparted in training centres and the industry itself. Other employees : Besides the above types of employees, others – typists, stenographers, accounts clerks and those who handle computers – need training in their particular. Semi-skilled workers require to cope with the requirements of an industry arising out of the adoption of mechanization, rationalization and technical processes.
- These employees are given training either in their own sections or departments, or in segregated training shops where machines and other facilities are easily available. The training is usually imparted by the more proficient workers, bosses or inspectors, and lasts for few hours or a week, depending upon the number of operations, and the speed and accuracy required on a job.
- Training methods include instruction in several semi-skilled operations because training in one operation only creates difficulties in adjustments to new conditions, lends the colour of specialization to a job and makes work somewhat monotonous for an individual.
- Skilled workers are given training through the system of apprenticeship fields; but such training is usually provided outside an industry. Salesmen are given training so that they may know the nature and quality of the products and the routine involved in putting through deal; they are trained in the art of salesmanship, audio handling customers and meeting their challenges.
- The supervisory staff needs training most for they form a very important link in the Chain of administration. The training programmes, for supervisors must be tailor-made to fit the needs of an undertaking. Their training enables supervisor to cope with the increasing demands, of the enterprise in which they are employed and to develop team spirit. Supervisory training aims at :
  - (i) Helping the present supervisors to improve their performance;
  - (ii) Helping them to prepare for greater responsibilities of the higher levels of management;
  - (iii) Building up the security and status of supervisors; and
  - (iv) Ensuring their technical competence with a view to enabling them to know and understand all about the process

### **5.7 Evaluation system of training program:**

- Several techniques of evaluation are being used in organisations. One approach towards evaluation is to use experimental and control groups. Each group is randomly selected, one to receive training (experimental) and the other not to receive training (control).
- The random selection helps to assure the formation of groups quite similar to each

other. Measures are taken of the relevant indicators of success (e.g. words typed per minute, quality pieces produced per hour, wires attached per minute) before and after training for both groups. If the gains demonstrated by the experimental group are better than those by the control group, the training programme is labelled as successful.

- Another method of training evaluation involves longitudinal or time-series analysis. Measurements are taken before the programme begins and are continued during and after the programme is completed. These results are plotted on a graph to determine whether changes have occurred and remain as a result of the training effort. To further validate that change has occurred as a result of training and not due to some other variable, a control group may be included.
- One simple method of evaluation is to send a questionnaire to the trainees after the completion of the programme to obtain their opinions about the programme's worth. Their opinions could also be obtained through interviews. A variation of this method is to measure the knowledge and/or skills that employees possess at the commencement and completion of training. If the measurement reveals that the results after training are satisfactory, then the training may be taken as successful.
- In order to conduct a thorough evaluation of a training programme, it is important to assess the costs and benefits associated with the programme. This is a difficult task, but is useful in convincing the management about the usefulness of training.

### **5.8 Summary :**

These employees are given training either in their own sections or departments, or in segregated training shops where machines and other facilities are easily available. The training is usually imparted by the more proficient workers, bosses or inspectors, and lasts for few hours or a week, depending upon the number of operations, and the speed and accuracy required on a job. An effective training programme can be developed only when effective trainers are available. Firms have the option of using staff trainers or of seeking contract trainers outside, or of having both types of trainers. 'Staff trainers' may be full-time specialists on the part of the organization or may be part-time trainers. After their selection, they must be provided with the information regarding the persons who are to be trained. The trainers should be engaged after careful evaluation of their suitability and effectiveness so as to ensure quality training.

### **5.9 Key words: on the job training, job rotation, Worker's Training, Apprenticeship**

### **5.10 Self-Assessment questions**

1. Define Training and Development. What are the differences between training and development?
2. Examine the nature of training and development. What does training include? Also examine the difference between Training, Education and Development
3. Examine the objectives, need and purpose of training.
4. Discuss the importance of Training and Development, in the light of its benefits for an organisation.
5. How Training Benefits the Organisation

**5.11 Suggested Readings:**

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## Lesson -6

### OFF THE JOB TRAINING



#### Learning Objectives

- To Understand the off-the-job-training system, a trainee is removed from his normal working place and spends his full time for training purpose in any other place.
- To assess the training period, there is no contribution of trainee to the organization. Normally, this type of training is provided outside the organization and rarely within the organization but not in the working place.
- To evaluate Off-the-Job trainings are conducted at locations which are specifically designed for such trainings. These locations may be near or away from the work place.
- To understand off-the-job training, the trainee undergoes the training for a specific period.
- To emphasis in this method is to impart skill and knowledge for doing a specific job. Since the trainee is away from the job, he/she is free of tension while learning.

#### Structure

- 6.1 Training by management institutions:
- 6.2 Case study' method:
- 6.3 Role playing' method:
- 6.4 Enacting management games
- 6.5 Brainstorming technique
- 6.6 Sensitivity training:
- 6.7 Attendance at lectures, conferences, seminars, etc.
- 6.8 Assertiveness training (at):
- 6.9 Transactional analysis (ta):
- 6.10 Off the job training methods:
- 6.11 Summary
- 6.12 Key words
- 6.13 Self Assessment questions
- 6.14 Suggested Readings

#### 6.1 Method # 1. Training By Management Institutions:

- It is grudgingly conceded that management is yet to establish itself as a profession like law, medical and engineering. There are still some business houses where



leadership follows heredity principle, regardless of whether the leader has had grooming in the principles and practice of management.

- Post globalization, several management institutes have been established, though many of them fail to rank as the Indian Institutes of Management set up by the Government. However, it would serve the organization interests to send its managerial personnel, both new and old, to known management institutes in India or abroad for training in management.

### **6.2 Method # 2. 'Case Study' Method:**

Case study, as a method of training, has been developed by Harvard Business School of the U.S.A. It is widely used as a training method for business executives. A "case" means a written account of actual organizational situation in its historical, environmental, operational, financial and human aspects. Case study enables the trainees to

- (a) Pinpoint the problems;
  - (b) Identify and analyse the causes thereof;
  - (c) Suggest alternative solutions; and
  - (d) Indicate which of the alternatives would be the best under the prevailing circumstances.
- It may not be possible to make a detailed study of all the aspects of any organizational situation as it would involve a detailed and time-consuming exercise.
  - As such, the factors immediately affecting the problem-situation at hand are studied and discussed in detail, while reasonable assumptions are made about the other factors. This means analysis of a case is done on the basis of relatively incomplete information.
  - Discussion of a case is generally in groups. Each member is asked to present his analysis, suggest alternative solutions and offer comments on the analysis made by others. Since there cannot be an ideal solution to any problem, the group discussion can be quite lively and stimulating, with each member trumpeting his own analysis and trying to find loopholes in the alternatives suggested by others. Yet, case study method of training is a valuable tool to develop analytical abilities among the trainees, thus facilitating decision-making.

### **6.3 Method # 3. 'Role Playing' Method:**

- A "role" means the pattern of actions made by a person during his interactions with others. Role playing is a training method under which each participant assumes the role of a particular character (worker, manager, or counsellor) and enacts it as realistically as possible, under classroom conditions. It tends to emphasize feelings and relationships between people.
- In a role playing session, participants are assigned the roles by turns. While two or more trainees enact the roles assigned to them, others act as observers and critics.
- Role playing comes naturally to people as in their day-to-day life they perform a variety of roles, e.g., parent, husband/wife worker, member of playgroup, neighbour, and so on. As a training technique, it enables the participants to broaden their experience by trying various alternative approaches to a problem situation. In a way, it is more than a substitute for a real-life experience of actual situations which

generally do not permit more than one approach to solve them.

- A major weakness of the role playing techniques is that it is not easy to create an actual problem situation. There is often an element of drama, rather than realism in such scenes. The participants too may often overact their roles as they are convinced that there is not going to be any adverse fall-out in real terms. It is also time-consuming and expensive.

#### **6.4 Method # 4. Enacting Management Games:**

- Management or business games, as a training method, involve a group exercise in decision-making as regards problem-situations faced by an organization. It is similar to role playing, but with this difference that while role playing seeks to emphasize feelings and relationships between people, management games are more concerned with administrative problems. Thus, it may be said that management games provide a balance between administrative and emotional aspects of a problem-situation.
- Management game playing requires a number of participants working in small groups that are in competition with one another. The trainer specifies the various situations of the game.
- He also says that any decision-making by groups with regard to areas or departments entrusted to them will have to be within the parameters of a system about which they have absolutely no knowledge.
- For example, the groups may be asked to make decisions as regards production, inventory levels, pricing, etc. in the given situation or over a given period of time.
- The decisions are processed in the light of the parameters and the feedback of this process is supplied to the competing groups for subsequent decision-making. Since decision-making by each group is to affect the decisions by other groups, the feedback supplied by the trainer helps them to evaluate and modify their decisions to achieve optimum results
- A management game can highlight the strong and weak points in an organization as regards its communication system, group relationships, and the human factor in decision-making.

#### **6.5 Method # 5. Brainstorming Technique:**

- Brainstorming is a problem-solving technique which seeks to throw a problem to the people participating in brainstorming session and then reach the decision on its solution based on evaluation of their ideas. The session thus becomes a tool to pool the ideas of people having expertise in fields that will together suggest the solution.
- There is no advance intimation about the session, hence no preparation by participants who speak only based on a general understanding of the problem-situation. However, they speak with an open mind and even suggest unconventional ways to solve the problem-situation without worrying over how other participants might react to them.
- Convener of the session takes notes of all ideas expressed at the meeting. Evaluation of these ideas and decision-making is done at a later date.
- Brainstorming is a highly useful technique of problem-solving for the following reasons:

(a) It offers a platform for creative thinking by participants.

- (b) Members eagerly look forward to participation in brainstorming sessions because they get an opportunity to express themselves freely and fearlessly.
- (c) The deliberations at a session are aimed at problem-solving.
- (d) Participants feel a sense of belonging to the organization for being allowed to participate in decision-making.

#### **6.6 Method # 6. Sensitivity Training:**

Sensitivity or “T-group” training involves interaction between members of small, informal or unstructured groups. The interaction takes place under conditions such that members become sensitive to each other’s feelings and viewpoints resulting in a reasonably effective group activity.

Sensitivity training method was developed by the National Training Laboratories in the U.S.A. with the object of promoting better human relations.

The training group called itself “T-group” which has the following distinct characteristics:

**(a) Smallness of Size:** The number of members of a group may be anywhere between ten and twenty.

#### **(b) Absence of Formal Agenda:**

The group has a program but no formal agenda as such. The members may freely argue among themselves about what they should do and how. The trainer does not intervene to resolve differences between members. He only raises questions about these differences to help members to understand how groups work and how individual members can effectively participate in a group.

#### **(c) Artificial Environment:**

The group works in an artificial environment where there are no social or status considerations among members each of whom interacts with others informally, without any regard to superior-subordinate relationships between them.

#### **(d) Leader’s Role:**

The group may have one or two trainers (leaders) but there is little or no leadership provided by them. They keep themselves aloof from the interactions between group members, though they may, from time-to-time, step in to restore order and provide feedback, make assignments and create learning situations. They also keep the group sessions in control, particularly when any member experiences any stress caused by exposure of his inner feelings and emotions.

#### **(e) Group Process:**

The emphasis in sensitivity training is mainly on group process, i.e., how groups work and what to learn from experiences of group-working. However, group process may be destabilizing for some members who may feel that participation in the group deprives them of their right to privacy.

#### **Sensitivity training method is criticized on the following counts:**

- i. Excessive exposure of inner feelings and emotions may cause psychological imbalance in some participating members.
- ii. The trainer may force his views on the participants.
- iii. It is arguable if sensitivity training leads to any real on-the-job improvement.

**6.7 Method # 7. Attendance At Lectures, Conferences, Seminars, Etc.**

- Lecture courses may help to impart knowledge as also develop analytical abilities among workers. Large organizations may employ qualified and trained persons to conduct specific lecture courses for different categories of workers. However, a small undertaking which cannot afford the expenditure can avail the services of experts working at educational and professional institutes for the purpose.
- Conferences provide an occasion for formal interchange of views among employees of different organizations. Here, proposals or ideas developed by speakers are thrown open for discussion by participants to derive consensus.
- Seminars and workshops organized by educational institutions and professional institutes may also be of great help in training business personnel. In India, there are number of local management associations, functioning under the aegis of All India Management Association which organizes management development programs from time to time

**6.8 Method # 8. Assertiveness Training (AT):**

When faced with any conflict situation, an individual may develop an inferiority feeling and be overawed by others. As a result, he may withdraw from the situation, develop cold feet and suppress his feelings, or sometimes revolt and strike back in anger. The fact is that neither response may be proper to tackle the given situation.

- **Assertiveness Training (AT):** seeks to teach people an alternative set of behaviours that makes him assertive enough to face and overcome the conflict situation.
- An assertive person can be easily identified. He expresses his feelings without any let or hindrance. He is not shy of seeking favours from persons who are in a position to oblige him. He expresses appreciation for desirable behaviour in others, and likes to be so appreciated himself. He suggests alternative set of behaviour to others. Last but not least, he can say “no” to unreasonable requests.
- But how do we know that a person is being assertive in a particular situation? His behavior would show that. He will- (a) Describe the other person’s behaviour; (b) Give expression to his feelings by way of reaction; (c) Show understanding of why the other person has behaved the way he has; (d) Offer him an alternative set of behavior; and (e) Indicate the consequences if that person continues to behave in the same manner in future.

**6.9 Method # 9. Transactional Analysis (TA):**

- Transactional Analysis (TA) is yet another training method to develop interactive and communication skills among trainees. It was developed by Eric Berne in the 1950’s. Contributions by Harris and Jonge-ward too have made their contribution to further enrich the TA Theory.
- TA theory is based on the assumption that people can change and that everyone has the right to be in the world and be accepted as he is. It is used in psychotherapy and in business and educational, even religious organizations.
- Transactional analysis is a means to know why people are as they really are, and also why they say or do things that they actually say or do. When applied to job situations, it provides understanding of how people relate to each other, and how communication

and human relationships between them can be made more effective.

- The following are the important elements of transactional analysis:

**(a) Psychological Positions or Ego States:**

- According to Eric Berne, people interact with one another from any one of the three ego states, namely, Parent Ego state, Adult Ego state and Child Ego state. The ego state has nothing to do with the chronological age of the person concerned, but only reflects his psychological age.
- So an elderly person may display child ego state and a child display the parent ego state. For example, when the younger brother defends his elder brother who has beat up a friend, his action comes out of his parent ego state, and when a grandfather says he wants to have fun, it is his child ego state that is at play.
- A person is in his parent ego state when he copies the behaviour of an authority figure back during his childhood—father, mother, grandfather or anyone else. He does so because he has lived with the authority figure for so long during his childhood that the beliefs, feelings and behaviour pattern of the authority figure get permanently etched in his own behaviour pattern and he automatically behaves in the same manner as the authority figure.
- So if during his childhood he has seen his father (his authority figure) living happily with his wife, he will replicate the same behaviour later in his life.
- A person copies the authority figure's behaviour without being conscious of it. It is plainly automatic—copying. Don't we ourselves see us saying or doing something that our father did in a similar situation in his own time?
- When interacting from the Parent ego state, a person's behaviour is protective (defending even wrong actions of children, relatives, friends or anyone else), distant (keeping away from what others are saying or doing), dogmatic (strictly asserting what is right and what is wrong), and controlling (forcefully directing the behaviour of others).
- One will often see him with his index finger up, quoting rules and asking others to follow them. In this ego state he is a nurturing parent (encouraging the actions of others), a loving parent (showering praise or material gifts on others) or critical parent (finding fault with any and everything said or done by others).
- In his Child ego state, a person thinks, feels and acts in the same way that he did when he was a child himself, or reacts to what was done to him during his childhood (remember civil society defending a terrorist on the ground that the society prevented him from joining the mainstream).
- In this ego state, his behaviour is impulsive (spontaneous, even sometimes rash and reckless), creative (it's the child in a person that makes him a musician, painter or author), or emotionally worked up (reacting to things without thinking of consequences)
- While behaving from Child ego state, he may be compliant (obedient and seeking approval of everything said or done by him), natural (fearlessly reacting to things in

the manner that comes naturally to him, not afraid of calling spade a spade), or rebellious (opposing everything told or done to him, defiantly conveying that he cannot be taken for a ride).

- In the Adult ego state, a person is rational (has logical explanation for what he says and does), seeks and gives information (without hesitation or complaint) and logically estimates probable consequences of anything said or done by him. In fact, a person behaves from Adult ego after discovering or suffering the disadvantages of behaving from Parent or Child ego state in the past and therefore made necessary corrections in his earlier behaviour.
- A father displays his Parent ego when he orders his son to give up playing and concentrate on studies, but when he sees the son defiantly telling him he will continue playing, he will get into the Adult ego state and calmly explain the benefits that studying and getting good marks will bring.

### **(b) Transactions:**

When people communicate with one another, there is a transaction between their ego states.

- A transaction may be open, blocked or ulterior. An open transaction takes place when a person conveys something to another through verbal, written or gestural communication and gets the response as expected by him.
- Thus, where the manager communicates with his subordinate as Parent to Child and the subordinate responds to him as Child to Parent, it will be called an open transaction. For example, the manager says 'Do this work as I say' and the subordinate responds by saying, 'Yes sir, I shall do it as you say.'
- A blocked transaction is one in which the response to a message is not as it was expected. Thus, if a manager speaks to his subordinate as Adult to Adult but the subordinate replies as Child to Parent, then the transaction will be blocked, and neither of them will be satisfied as a result of it.
- Thus, if the manager asks a subordinate to report for work on the coming holiday because an important official report is to be prepared and receives an angry response, 'Sorry sir, this is impossible, I have invited my brother-in-law for lunch that day', it will be example of a blocked transaction.
- An ulterior transaction is one in which a person appears on the surface to be conveying one message, but in fact he is conveying another message. Thus, the real message is concealed. For example, when a subordinate says that he is exhausted at the end of the day and that he might collapse someday, he is in fact sending a concealed message that he desperately needs an assistant.

### **(c) Life Script:**

- A script is the text of an actor's part in a play, or radio or T.V. program. In transactional analysis, human life is compared to a play and the life script is the text of that play. A person himself writes the script of his life-plan and then acts and lives it out under some kind of compulsion. A person's life script is generally based on his childhood experiences, especially his transactions with his parents or other authority figures.

- Based on this, he adopts his life position in his relations to others. Thus, if a father tells his son he is 'good for nothing' and the son takes it in, he will throughout his life act the script that he is really good for nothing. An important lesson here for parents and teachers is that they should not say or do anything that undermines or damages the confidence level of children.

**(d) Life Positions:**

- Quite early in life, a person develops a philosophy as regards how to relate to other people. His identity, sense of worth and perceptions of other people will often shape the manner in which he would relate to them.
- This philosophy or life-position is likely to remain with him for the entire life-time unless some significant experience brings a change in it. There are four basic life positions, namely, "I am OK, You are Not OK"; "I am Not OK, You are OK"; "I am Not OK, You are Not OK"; and "I am OK, You are OK".
- A person develops "I am OK, You are Not OK" position in his childhood if his parents treated him as if he was always right, praising the good things he has done but completely ignoring his faults and shortcomings. In this life position, a person will always blame his problems on others, and not take responsibility himself for anything done wrong by him.
- However, it is not as if only a person who was given OK feelings in his childhood would actually adopt this position. Sometimes, a person may develop this life position only to hide his own "Not-OK" position.
- A person develops "I am Not OK, You are OK" position because in his childhood his parents always treated him as "Not OK". The parents might not have intentionally done it but their statements have certainly had the effect of putting down the child, and hence make him adopt "Not OK" life position. A person with this position tends to blame himself for every problem, enviously admires others, and keeps seeking approval from others for his own actions.
- A person develops "I am Not OK, You are Not OK" position, if he was neglected, rudely treated or humiliated in his childhood. Based on such treatment, the child first develops an "I am Not OK" position but later in life when he reflects that his own "Not OK" position was due to his parents or other authority figures in his childhood being themselves "Not OK", he might also develop "You are Not OK" position. A person with this life position may lose interest in life, and may be prone to even commit suicide or murder.
- The most desirable life position is the "I am OK, You are OK" position. It shows that the person is happy with himself as also with all others who interact with him. Such a person is full of vigour, productive, and at peace with himself and the world around him.

**(e) Stroking:**

- A stroke means any act of recognition or pat on the back received or given to another. In fact, the motive behind every transaction is to receive or give strokes. The strokes may be physical, verbal or gestural. A stroke may induce a good or bad feeling in the

recipient. When it induces a good feeling, it is a positive stroke. When it leads to a bad feeling, it is a negative stroke.

- When a person does not get the required strokes on the job, he may seek them through various ways. In the process, he may even harm himself or others. He may also play psychological games for the purpose, alternately taking on “persecutor,” “victim” or “rescuer” roles. For example, a student may bully others, complain about being bullied by someone, or come to help another being bullied

### **Off-The-Job Training Methods**

In off-the-job training, the trainee undergoes the training for a specific period. The emphasis in this method is to impart skill and knowledge for doing a specific job. Since the trainee is away from the job, he/she is free of tension while learning.

The methods of off-the-job training are the following:

#### **(i) Lecture-Cum-Discussion Method:**

- The lecture method is also known as class room training because those are delivered similar to the classroom sessions. It is suitable in cases where concepts, theories, and problem-solving skills have to be taught. Thus, it is associated with imparting knowledge rather than skills.
- In this method, a special or formal lecture is delivered by an expert in that field or by a specialist from a professional institute or by an executive in the organization or by the instructor. This is followed by a discussion which involves the participation of the trainee. In the lecture method, reading material, demonstrations, and power-point presentations are used.
- The advantages of this method are:
  - a. Used to train a large group of people leading to reduction in the cost of training.
  - b. Communicating information quickly.

The disadvantages of this method are:

- a. One-way communication if the trainee is passive.
- b. Improves the attitude of the trainee but not the skills.

In fact, studies in India and abroad have found that the lecture method is the most commonly used method by trainers.

#### **(ii) Conference Method:**

- In the conference method, a group meeting is conducted wherein the members discuss and share a problem common to them by oral participation. This method makes the members respect the view point of other members and encourage analytical thinking. These days video conferencing is becoming popular because members participate in conference through link via satellite.

The advantages of the conference method are as follows:

- a. Participants play an active role.
- b. Members learn to respect the view point of other members.
- c. Problems are analysed from different angles.

The disadvantages of conference method are as follows:

- a. Slow method because all those who desire to speak are allowed to do so while some remain passive.
- b. Sometimes the discussion moves away from the subject matter.

#### **(iii) Assignment of Projects:**



- Another method is that of assigning projects to the trainees. A project is a planned undertaking or a definitely formulated piece of research or a mental projection. The project centres round the task or problems that involve the learning of some phase of the company's operations and call for constructive and thought-out action.
- Trainees are assigned projects on an individual or group basis and the results of the projects are evaluated. In the project method, the trainee acquires knowledge about the organizations relationship not only with his own specialized area but also with other subjects.

**(iv) Case Study:**

- The trainee is given a case which is related to what has been taught to him/her. He/she analyses the case and gives recommendations for that case or problem, which is then discussed in the class. The trainer helps the trainee in finding alternatives to the case study. Thus, it gives an opportunity to the trainee to apply his/her knowledge.

**(v) Special Courses:**

- Sometimes the organization uses the services of training institutes/management institutes for conducting functional and management training programmes for different levels of employees. Organizations find the customized training programmes more cost-effective and convenient to suit the needs of the employees.

**Competency-Based Training:**

- For driving productivity in human resources, the need to develop the right skills and competencies is emphasized. It varies with the levels of management. While at the lower levels, competencies in technical skills are required, at the middle and higher levels, it becomes human and conceptual.
- In competency-based training, personal attributes, leadership training for managerial personnel, and core competencies for human resources may be required.

**The Approach to Training (IAD):**

- i. Identity—Understand the business strategy to identify the needs.
- ii. Assess—Conduct frequent and regular assessments of the current skill and competency sets and talent to identify gaps.
- iii. Implement—Create formal and informal training programmes to bridge the identified gaps.

**Role-Specific, Skill-Based Training:**

- In order to enable the managerial personnel, in particular, to perform their roles associated with the process of management, and also to deal with the employees, they need to possess and exhibit a range of skills. Such skills enable them to plan, control, organize, lead, and finally take decisions. These skills are attributes and are role-based.

These would include:

- i. Planning skills (being able to think ahead, ability to state organizational objectives, choose strategies, and arrive at performance standards).
- ii. Organizing skills (ability to organize various jobs, select, train, and induct people in the job, ability to draw working links and change it to suit the technology or environment in the organization).

iii. Leading skills (understanding the values, personality, perception, and attitudes of employees).

iv. Controlling skills (actions and decision-making to ensure that actual results are consistent with the desired results); and

v. Decision-making skills (ability to identify and define problems, develop alternatives, selecting decisions to solve the problems, and implementing it).

- The skills required would vary with the levels of management personnel. Three types of skills are normally required by all managers. These are the technical, human, and conceptual skills.
- Briefly stating, the top-level manager uses the conceptual skill to deal with the environmental demands of the organization. The limited physical and financial resources available make him/her effectively use his/her technical skills. The capabilities and demands of the persons with whom he/she deals make it essential that he/she possesses human skills.
- These skill-based trainings require people to be trained in roles specific to the performance of the jobs. For instance, managerial skills, which enable the top management people to build the organization, require them to assume and perform the identity creating role, enabling role, synergizing role, balancing role, linkage building role, and the like.
- The need for training in these may arise. Similarly, the training programmes can be designed to suit the role need of middle management and the first-line supervisors to suit the roles they have to assume while performing the jobs. This may also hold true for operatives. The nature and types of training programmes would vary. So also would the methodology.

#### **6.10 Off the Job Training Methods – Lectures, Conference Method, Role Playing, Case Studies, Programmed Instruction, Vestibule Training and a Few Other Methods**

In this type of training the trainees are not trained on the job but their training is conducted in classroom, vocational schools or elsewhere.

A number of methods used for providing off the job training are as follows:

##### **6.10.1 Method # 1. Lectures:**

This is the oldest and traditional methods of training. The trainer organises the training course material and gives it to a group of trainees in the form of talk. This method is used for large groups which are to be trained within short time and thus reducing the cost per trainee. This method does not provide transfer of training effectively even when the lecturer is excellent. Most of time the trainees sit passively listening or taking notes with little feedback.

According to the conclusions reached at the conference on Management Education and Training held from January 22 to 24, 1964 at June, the essential pre-requisites for a **successful lecture method are –**

- (a) Group interest should be motivated and adapted to its needs;
- (b) A lecture should be well planned as to propose; the main ideas and organisation should be clear and development oriented;
- (c) It should be presented by an enthusiastic and animated speaker who has his listener's

needs and interest in mind all the time,

(d) It should not be less than 30 minutes and not more than 90 minutes at a stretch.

(e) A lecture should be made interesting and enlist active participation of the learners with the aid of guided discussion. The lectures should pose leading question, instead of giving out knowledge and information to which the listener's should provide answers.

#### **6.10.2 Method # 2. Conference Method:**

- This is a widely used instructions approach which can be highly effective. The trainer delivers a lecture on specific topic with a relatively small group of trainees and involves all the participants in a discussion so that their doubts get clarified. The trainee's presentation can be taped for self-confrontation and self-assessment. It provides much more opportunity for feedback, reinforcement practice and motivation. The role of a group leader is to keep the discussion on topic and avoid some participant's tendency to get-off the subject.
- The trainees engaged within method may not even perceive that they are in training. They are working to solve problems which occur in their daily activities. It is an excellent method for development of conceptual knowledge and for reducing dogmatism. This method is more expensive than the lecture method since the group size must be limited to 20 or less because larger group often discourage the active participation of all the trainees.

#### **6.10.3 Method # 3. Role Playing:**

- This method was developed by Moreno, Venetian psychiatrist. It is a technique in which some problems are real or imaginary involving human interaction presented and then spontaneously acted out as per views of Wallace wohlking (1976).
- The trainees play the role of a specific person in the situation such as general manager, production manager, quality inspector, finance officer and the like. A trainer provides feedback and reinforcement. This method is generally used for the development of interpersonal interactions and relations.
- The cost of this method is moderately high because a trainer cannot handle more than one or two small group of role players. The success of this method depends on the ability and involvement of the participants to play the assigned roles. The trainer provide effective directions and also acts as role player.

#### **6.10.4 Method # 4. Case Studies Method:**

- This method was first developed by Gristopher Langdell at the HARWARD Business School in the year 1800s. According to the Bassand Vaughan (1966), "the case study is based upon the belief that managerial competence can best be attained through the study, contemplation and discussion of concrete cases". A case is a written description of real decision making situation within or without the organisations.
- In this method, the trainee is provided with a simulated business problem. The trainee is expected to study the information given in the case and make discussion based upon the situation. He discusses the various diagnoses and proposed solution. The role of trainer is to help the groups learning by providing a climate where active interaction takes place and all trainees are involve in analysing the issues. It is widely used in the Business School and Industry.
- It promotes analytical thinking problem solving and decision making skills among trainees. As per views of Mc Ghee and Thayer (1961), the case should be comprehensive and well documented with a proper history, facts and figures, thus enabling trainees to see the organisation and the historical setting in which the

reported events took place but it should not contain opinions discussed as factual information. The trainees should be fairly well advanced in understanding the different concept of management.

#### **6.10.5 Method # 5. Programmed Instruction:**

- In this method the training provides instruction without the intervention of a trainer. The programme instruction information is broken down into small block and then arranged in a proper way to form a logical and sequential package. The trainee reads each block in sequence and responds to question. The trainee receives feedback on the basis of the accuracy of his answers. If answers are correct, the trainee proceeds to the next block but if not the trainee repeats the block.
- The main benefit of this method is that it is in self-placed; Trainees can progress through the programme at their own speed but a number of trainees can accommodate at different times and in different location. It provides a high degree of reinforcement, knowledge of result and motivation of trainees that they are actively engaged in learning experience.
- However this method suffers from certain demerits such as advanced study is not described until preliminary information has been acquired, creation cost of materials is very high and time consuming.

#### **6.10.6 Method # 6. Vestibule Training:**

- In this method the actual work environment is stimulated as closely as possible for trainees in the classroom. Trainees are typically taught how to use the machinery, tools and other equipments on the job. The noise distractions of co-workers and pressures of the job are not included in the simulated working condition.
- Training is generally given in the form of lectures, Conference, Case Study and Role Playing For example, airline pilots could learn in a simulated cockpit and a machine operator trainee could work on a machine under the supervision of an experienced worker. The duration of training range from few days to a few weeks. If a number of trainees are large then this method is utilised but on the other hand, when the number is small on the job training is preferred.

#### **6.10.7 Method # 7. Television Picture:**

- Films pre-recorded can be shown on either movie screen or television sets, on various topics of management to the trainees. This facilitates transfer of skill because visual images tend to be remembered longer than verbal ones. Though the initial cost of this method is high but films can be used repeatedly and in different places.

#### **6.10.8 Method # 8. Behavioural Modelling:**

- This is a new method of teaching of interpersonal skills and attitude change. It is based on the idea that trainees learn best when they see a task being performed and then practice the task with feedback until they are competent. This method teaches trainees the right way to perform a task. If trainees make a mistake the trainer immediately corrects them. Business games, cases, group discussion are also used in this type of training.

#### **6.11 Self-Assessment questions:**

1. Define off the job training and explain the different types of off the job training methods.
2. Explain the benefits and challenges of off the job training with a suitable example ?

3. What is case study method in off the job training, explain the how case study method can train the employees?
4. Off the job can give the hands on experience to the trainee, explain the advantages and disadvantages of off the job training?

#### **6.12 Suggested Readings:**

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**Dr. Ramesh Gotte**

## LESSON -7

### T-GROUP TRAINING AUDIO VISUAL AIDS , RETRAINING



#### Learning Objectives

- To Discuss the meaning and functions of audio visual aids
- To Classify audio visual aids, with examples
- To Describe important audio visual aid
- To Select audio visual aids for various teaching occasions

#### Structure

- 7.1 Introduction
- 7.2 The Meaning and Functions of Audio Visual Aids
- 7.3 Classification of Audio Visual Aids
- 7.4 Audio Aids
- 3.5 Non Projected Visual Aids
- 7.6 Projected Visual Aids
- 7.7 Audio Visual Aids
- 7.8 Factors Influencing the Selection of Audio Visual Aids
- 7.9Key words
- 7.10 Self-Assessment questions
- 7.11 Suggested Readings

#### Introduction:

A common goal of extension and development workers is to make presentation vital, alive, and memorable for their learners. This goal can be met most effectively with the use of audio visual aids for communication of knowledge and teaching of skills. In Unit 2 of this block, we discussed extension teaching methods as the tools and techniques used to create situations in which communication of knowledge and teaching of skills can take place between the extension workers and the people. In the same way, audio visual aids also contribute directly in improving the effectiveness of learning through communication of knowledge and teaching of skills.

The major ways by which people learn are by seeing, hearing, and doing – looking, listening, and acting. Audio visual aids offer the extension worker unique opportunities to increase the effectiveness and clarity of developmental ideas being transferred. They enable learners to see and hear, look and listen more fully, and with greater understanding. To a large extent, the extension workers' success and the degree of progress made by their learners

will be determined by their ability to communicate ideas. To achieve progress and development, extension workers must communicate and their learners must understand. Audio visual aids play a crucial role in this communication, so as to take the learners through the steps in teaching learning process. Keeping this in view, important audio visual aids that are helpful in extension teaching are discussed in this unit for your understanding

After studying this unit you should be able to:

- Discuss the meaning and functions of audio visual aids
- Classify audio visual aids, with examples
- Describe important audio visual aid

Select audio visual aids for various teaching occasions

## **7.2 The Meaning and Functions of Audio Visual Aids”**

What are Audio Visual Aids? We learnt from Unit 7 in the section on the Teaching Learning Process that the attention of people is attracted by various senses in the proportions of : seeing - 87.0%; hearing - 7.0%; smell- 3.5 %; touch -7.5 % ; and, taste -7.0 %. Thus, seeing and hearing are the major senses involved to attract attention and increase learning. “If I hear – I forget If I see – I remember If I do – I know” - An old Chinese prover

‘Seeing is believing’ - Famous extension quote ‘The best way to peoples’ heart is through their stomach, but the best way to their brain is through their eyes and ears’ - An old proverb Audio visual aids are instructional devices in which the message can be hear

Examples: television, video films, documentary films, etc. Audio visual aids help in stimulating the ears and eyes. Hence, in the strict sense a teaching aid is any device that can be used to help reinforce new information or skills. Instructional aids are devices that assist an instructor in the teaching-learning process. Instructional aids are not self-supporting - they are supplementary teaching devices.

What do the above proverbs, definitions, and discussion suggest to you? They suggest that, hearing alone is not enough, in the learning process, to result in action. The use of audio visual aids in extension teaching is based on the principle that one must see and try to do, along with hearing, in order to go through all the six steps in the extension teaching learning process

### **7 Rs of Audio Visual Aids**

1. Right aid
2. Right place
3. Right way
4. Right time
5. Right people
6. Right message
7. Right extension work

### **7.3 Functions of Audio Visual Aids**

When properly used, audio visual aids contribute one or more of the following functions.

- Convey meaning clearly
- Capture attention, arouse and sustain interest

Increase the correctness, clarity and effectiveness of the idea and skills being transferred

Help in learning more, faster, and with thoroughness

Help in remembering longer vi) Reach more people, irrespective of their level of literacy, or language

Save the instructor's time

vii) Reduce the possibility of misinterpreting concepts

ix Clarify the relationship between material objects and concepts

Supplement the spoken word – the combination of audio and visual stimuli is particularly effective since the two most important senses are involved xi) Highlight the main points of the message clearly.

Audio visual aids offer extension workers a fast, accurate, and direct approach to understanding on the part of learners. They give the extension workers a reliable assurance that they are making their: Expression = Impression and Impression = Expression.

#### 7.4 Limitations of Audio Visual Aid

Learners may sometimes form distorted impressions, unless audio visual aids are supplemented with required explanations .

ii) They may tempt the extension worker to narrow down his teaching to only a few big ideas, not giving the complete picture of a subject

iii) There is the possible risk of 'spectatorism' instead of the attitude of thoughtful enquiry. Some extension workers acquire the mistaken idea that they have little to do when audio visuals are used

Activity 7: Visit a nearby development department and enquire about how audio visual aids are helpful in their extension work. Write your observations.

.....  
.....  
.....  
.....

Check Your Progress 7 Note:

a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit. 7) Write what you mean by audio visual aid

Classification of Audio Visual Aids:

There are many ways to classify audio visual aids:

according to progress

according to sense involved

according to projection, or show Figure. gives a general classification involving the above three types for your comprehensive understanding

#### 7.4.7 According to Progress :

First Generation: handmade charts, graphs, exhibits, models, etc. Second Generation: printed or illustrated texts, printed graphics, workbooks, etc. Third Generation: photographs, slides, films, radio, tape recorder, telecast, etc. Fourth Generation: television, language laboratories, information communication technology based aids like computers, multimedia, touch screen kiosks, mobiles.



### 7.4.2 According to Sense Involved

**Audio Aids:** instructional devices through which the message can only be heard are known as audio aids. Examples: radio, tape recorder, CD player, etc. **Visual Aids:** instructional devices through which the message can only be seen are known as visual aids. Examples: posters, flashcards, charts, etc. **Audio Visual Aids:** instructional devices through which message can be heard and seen simultaneously. Examples: television, video film, documentary film, etc

### 7.5 According to Projection, or Show Non projected Aids:

**Visual instructional devices** which are simply presented without any projection equipment are non projected aids. Examples: blackboard, chart, etc. **Projected Aids:** visual instructional devices which are shown with a projector are called projected aids. Examples: slides, filmstrip, silent films, cartoons, etc. projected through an opaque projector (epidiascope), or an over head projector. **Display Aids:** visual aids which are spread before the audience for viewing information, and instruction. Examples: poster, bulletin, board, models, exhibits, etc. **Presentation Aids:** visuals aids presented or projected before the audience for viewing, and at the same time explain, or present the message of the visuals, so that the audience get meaningful understanding of a subject. Examples: flashcards, slides, filmstrips, etc

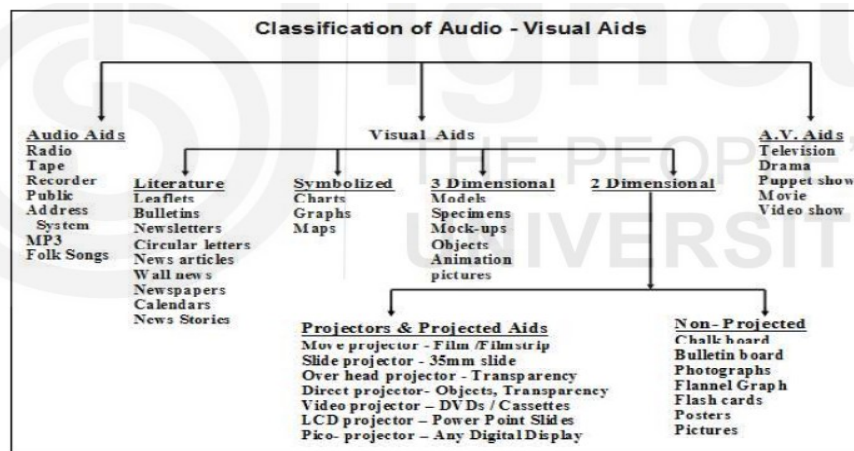


Fig. 3.1: Classification of Audio Visual Aids

**Activity 2:** Visit a nearby development department, and identify and write the audio visual aids they are using in the extension work.

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.....

.....

**Check Your Progress 2**

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Write the three ways of classifying audio visual aids.

.....

.....

.....

.....

.....

2) Write examples for :

i) Audio aids : .....

ii) Visual aids : .....

iii) Audio visual aids : .....

iv) Non projected aids : .....

v) Projected aids : .....

**Audio Aids:** Audio aids are the instructional devices through which message can only be heard. It is said that we spend more than 50% of our time in hearing. This shows the importance of audio media in our life. Therefore, as an extension worker, it is necessary for you to understand important audio aids and their application in extension and development work.

**Advantages**

Flexible, inexpensive, simple to use, and readily available.

Recorded and used again and again - Editing and duplication is easy.

Useful in individual, group, and mass teaching methods.

Overcomes the illiteracy barrier.

Audio messages are more dramatic than print messages

Portable and can be used in field situations.

**Limitations**

The sequence of presentation is fixed

Comprehension of the presentation can be a constraint

The development of audio aids is time consuming.

Storage and retrieval of audio tapes and records is tiresome.

Important audio aids that are useful for extension work, along with their specific advantages and limitations, are discussed next for your understanding

### 7.5.1 Tape Recorder

A tape recorder is suitable for extension work in meetings, training programmes, campaigns, recording radio programmes, etc.

#### Advantages

- Facilitates on-the-spot recording of sound.
- Helps in duplication and dissemination of sound.
- Recorded tape can be immediately played back without any processing.
- Helps in synchronization of sound with picture.
- Easy to operate and preserve.
- Low operational cost, as the same tape may be used again.

### 7.5.2 Public Address System

A public address system amplifies sound so that it is audible to a large audience, over a distance. It consists of three segments, viz., microphone, amplifier and speaker. The microphone converts sounds into electrical waves which are fed into an amplifier. The amplified electric current is fed into a speaker to convert into sound waves, and the magnified sound is heard through speakers. It is very useful in meetings and campaigns to disseminate information.

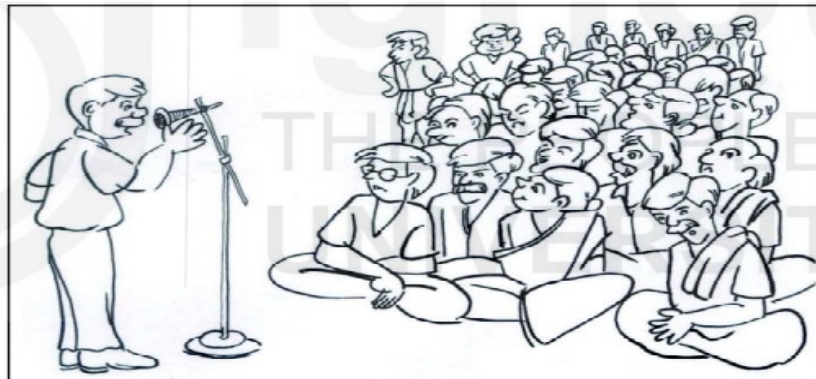


Fig.2 : Public Address System(Source : RAGACOVAS, Puducherry)




Fig. 3: COMBACCS(Source : RAGACOVAS, Puducherry)

### 7.5.3 Telephone And Mobile:

The telephone allows people to talk to each other, from distant places. It provides for instant interpersonal communication, in which the communicator and the person who is communicated to change roles while giving and getting information. This improves speed of communication and involves considerable saving of time, money, and labour.

Though, usually, only two persons can communicate at a time through a telephone, the system serves many people in a given area if a speaker is attached to it, like Cell Phone Operated Mobile Audio Communication and Conference System (COMBACCS). This technology is seeing a phenomenal growth in many developing countries. Short Message Service (SMS) and Wireless Application Protocol (WAP) enabled cell phones with cameras can be effective in offering 'always available extension' between experts and people. COMBACCS can help community members at different locations build relationships and understanding.

**KISAN CALL CENTER**  
**DIAL TOLL FREE NUMBER**  
**1800-180-1551**  
 By Mobile Phones or any Landline Telephone



FOR EXPERT ADVICE  
ON ALL  
AGRICULTURE RELATED  
PROBLEMS/ENQUIRIES

**Nodal Agency**  
**Directorate of Extension Education**  
 Tamil Nadu Agricultural University  
 Coimbatore - 641 003

**Kisan Call Centers for Agriculture Development**

The Ministry of Agriculture and Farmers Welfare launched Kisan Call Centers on January 21, 2004 across the country to deliver extension services to the farming community. The purpose of these call centres is to respond to issues raised by farmers, instantly, in the local language. There are call centres for every state which are expected to handle traffic from any part of the country on the number 1800-180-1551. Queries related to agriculture and allied sectors have been addressed through these call centers since 2004.

**Fig. 3.4 : Kisan Call Center**

#### **7.5.4 Digital Audio Player**

A digital audio player is sometimes referred to as an MP3 player, and has the primary function of storing, organizing and playing audio files. Some digital audio players are also referred to as portable media players as they have image viewing and/or video-playing support.

Example : iPod (fourth generation audio aid).

Digital audio players are playing a major role in Information and Communication Technology based extension work in all development sectors due to their very compact size, use of very little power, and extremely small designs with long battery life.



**Activity 3:** Visit your nearby development department and enquire about the audio aids that they use in extension and development activities. Write your observations.

.....

.....

.....

.....

### Check Your Progress 3

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Write any three advantages of audio aids.

.....

.....

.....

.....

.....

**Non Projected Visual Aids :** Non projected visual aids are those aids which are used without projection.

#### Advantages

- Abundant and are easily obtainable.
- Requires no electricity and appropriate for low budget extension work.
- Not much artistic ability is required in the use of these visual aids.
- Useful in small group situations.

Many of them can be converted into projected aids. For example, charts, flannel graphs, and flash cards can be photographed or scanned and converted into slides.

Some of them can be projected through an opaque projector.

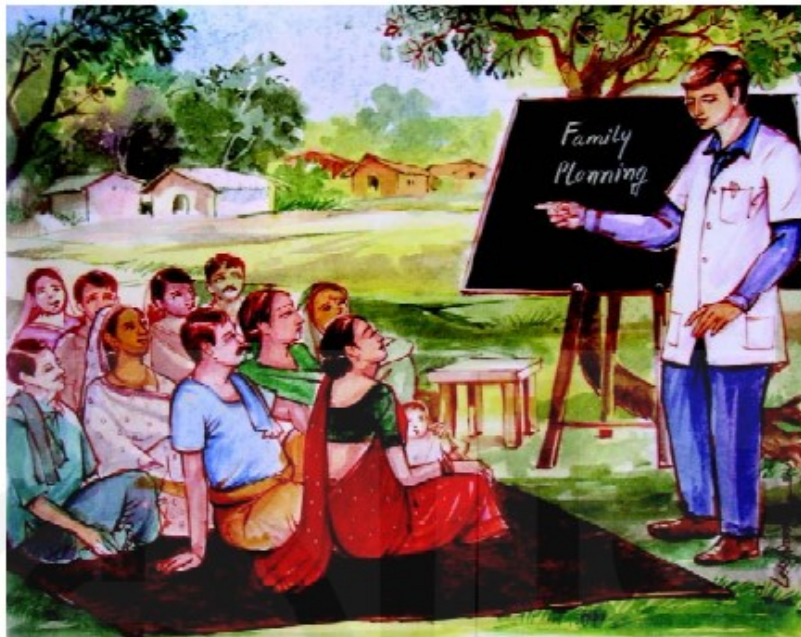
### 3.5.5 CHALKBOARD, OR BLACKBOARD ;

The chalkboard is probably the simplest, cheapest, most convenient, and widely used non projected visual aid in extension teaching. A black wooden board is mostly used, hence, it is also known as blackboard. However, ground glass, roll up materials, coloured in black, olive green, or blue may also be used. Roll-up materials are made of heavy cloth canvas coated with chalkboard paint. For extension teaching under field conditions, inward folding wooden boards or roll up materials are convenient. The chalkboard is suitable for use in lectures, training programmes, group meetings, etc. As one of the oldest aids to teaching known for the past four hundred years, the chalkboard is known for its ubiquitous presence in

classrooms. It is a vehicle for a variety of visual materials.

### **Purpose Audio-Visual Aids**

- To write important points to support oral presentation.
- To put illustrations for visualization of facts.
- Serve as base for recording learner's inputs and help them in practice.
- Serve as surface for displaying other non projected visuals such as photographs, charts, graphs, diagrams, etc



**Fig. 3.5 : Chalkboard or Blackboard in Extension Teaching**

### **Guidelines**

- The letter size should be large enough so that viewers in the last row can see the text clearly. The recommended letter sizes are a) 3 cm tall can be read up to 70 meters distance from the board.  
b) 6 cm tall can be read up to 20 meters distance from the board.  
c) The thickness of the letters should be 7/5th of the height of the letter.
- Write slowly with even pressure on the chalk in a straight line.
- Don't speak while writing on the board.
- The lower edge of the chalkboard should be at the level of the viewers' eyes.
- The closest viewer should be about 3 meters from the chalkboard.
- No other teaching aid should be in front or beside the chalk board to avoid distraction.
- Always clean the chalkboard when starting a new subject.

### **Advantages**

- Step-by-step presentation of the topic creates a dramatic impact and sustains audience interest.
- A colorful effect may be produced by using coloured chalk.
- Presentations may be adjusted according to the receptivity of the audience.

- Helps the audience to take notes.
- Helps in comprehension and retention of knowledge
- . • Economic, simple to construct, use, and maintain. Limitations
- Bad handwriting of a extension worker may confuse the audience.
- The blackboard communication is temporary.

### 7.5.6 WHITE BOARD

Modern classrooms are equipped with boards, also called marker boards or multipurpose boards. They can be used for more than one purpose. They are dustless and hygienic. They are preferred around computers as dust can harm computers. They require special erasable markers. A felt eraser is required to erase the surface soon after use. Markers are available in different colors.

#### PURPOSE

It can be used for the same purpose as a blackboard, with more clarity.

- A variety of colour markers can be used for effectiveness.
- It may be used as surface for projecting films, slides, and overhead transparencies.
- A white board with a steel backing can be used as magnetic board for display.

### 7.5.7 Bulletin Board

A bulletin board displays message. It is a surface on which bulletins, news, information, announcements, of specific or general interest can be displayed. Bulletin boards are of different sizes with provisions to hold pins, books exhibits and other materials. A bulletin board may be covered with soft insulation or perforated masonite, and may or may not be covered with glass. Fixing, dismantling and re-fixing message is very convenient on both types of boards. The message on the bulletin board may be in the form of words, graphs, charts, photographs, illustrations, publications, etc

#### PURPOSE

- To decorate the office with photographs, pictures or tastefully selected materials for the benefit of office visitors.
- To announce film shows, demonstrations, visits by extension workers.
- To remind people to get a inoculations, spray their houses, weed their crops.
- To make comparisons. Example: Photographs of well-nourished and poorly nourished children.

#### Desirable Features For Bulletin Boards

Writing should be legible from a distance.

- The materials should be related with the objectives.
- A combination of facts, pictures drawing and other materials can add variety
- • Decorative materials, such as coloured papers, tapes, pins, etc., should be used to enhance the attractiveness of the board.
- Highlight the main theme with a catchy illustration, caption, or text, or it may be the brightest or largest item on the board.
- Simplicity and brevity are keys to good arrangements. In addition, timeliness, variety, continuity, order, colour, spacing and balance are important.
- Keep the bulletin board neat and clean; remove the old materials promptly when no longer required.

**Advantages**

- Draws attention to important extension announcements.
- Facilitates the display of graphic and pictorial matter.
- Highlights current extension and development activities and achievements.

**7.5.8 Pictures And Photographs**

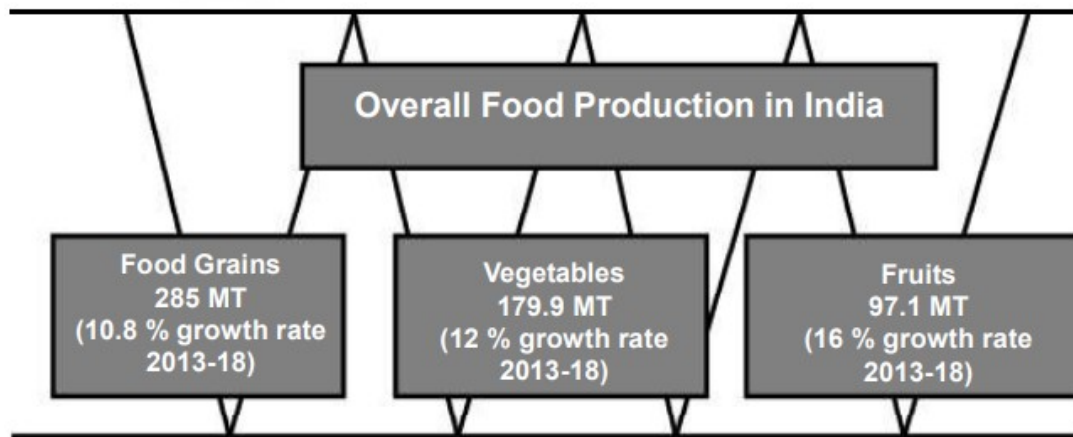
A picture is a representation made by drawing, painting, or photography which gives an accurate idea of an object. A good picture may tell a story without using a single word. Pictures may be in black and white, or in color. Color pictures and enlarged photographs have more appeal. For extension photography, a good quality 35 mm. single-lens reflex camera with some essential attachments like a flash gun, lens hood, filters, close-up lens, etc. are useful. However, due to processing and preservation problems of negatives, as well as with the advancement of technology, now digital cameras are more popular.

**Purpose/uses:**

Pictures and photographs are used in various ways in extension work such as training programmes, publication, campaign, exhibition, slide, filmstrip, motion picture, television, newspaper and display etc. Photographs pasted with synthetic adhesive on thick board and cut to shape by ferret machine can produce good display material with 3 -dimensional effect.

**7.5.9 Rope Board Rope,**

wire, heavy string can be used to create a background for pictures or exhibit materials. The rope can be stretched from floor to ceiling. Pictures mounted on cardboard or three dimensional objects can be taped in place. A heavy wire screen can also be used as a background.



**Fig. 3.6: Overall Food Production in India**

**7.5.10 Flannel Board And Flannel Graph:**

A flannel board is a visual aid in which messages are written or drawn on thick paper and presented step-by-step by the extension worker to the audience to synchronize with the talk. The board is a flannel covered flat surface. Flannel is stretched and then glued to a piece of plywood or heavy cardboard. The name of the board comes from the kind of cloth that covers it: • Flannel board- If covered with flannel cloth. • Felt board – If covered with felt



cloth. • Khaddar board – If covered with khadi cloth, and so on.



**Fig. 3.7 : Flannel Graph ( Source : RAGACOVAS, Puducherry)**

Graphic materials like cut-out pictures, photographs writing on a piece of paper and backed by sand paper or flannel cloth are known as flannel graphs. When these flannel graphs are placed on a flannel board, they stick to the surface. Under field conditions, a rough cloth, a bed sheet, old blanket, khaddar, or flannel can be spread on any flat surface such as a chalk board, which also works like a flannel board. By pasting strips either of flannel or sandpaper to the backs of pictures, or to other instructional material, they can be made to cling to the flannel board.

### **Purpose**

The appeal of a flannel board demonstration is that a progressive story can be unfolded before the learner's eyes. The action of the moving parts attracts attention and stimulates interest. It can be of particular interest to illiterates for telling many kinds of educational stories. Clever extension workers can place interesting pieces on the board, and keep the audience wondering how the story will end, until the final piece is placed. Its capacity for building up suspense is the chief advantage in using a flannel board or flannel graph.

### **Preparation**

- The board should be at least 30 × 40 inches and much larger if needed.
- Flannel must be light in colour for most uses – light grey, light tan, or green Audio-Visual Aids are good colours for the purpose
- If the board is to be carried about, it should be cut into two and hinged at the center.
- Lean the board back slightly when in use so that materials stick easily to the board and are less likely to fall.
- The title of the story should be in large letters at the top of the board.
- The story materials can be drawings, photographs, or printed illustrations with sequence numbers.

- Keep the story simple.
- Use large and bold illustration

**Advantages**

- Facilitate presentation of the talk as important points are already noted.
- Helps in clarifying concepts.
- Helps in showing the cumulative process.
- Produces a dramatic effect on the audience.
- Helps in summarizing the talk.
- Saves time in the presentation of a talk. Limitations
- Suitable for a small group.
- Requires some preparation and practice

**7.6 Projected Visual Aids :** Any visual aid which is used for magnification of image on a screen in dark or semi-dark conditions can be called a projected visual aid. There are three important methods of projection:.

- Direct projection - slide and film projectors
- Indirect projection – overhead projector
- Reflected projection – opaque projector, epidioscope

**Advantages:**

- Very effective aids to classroom teaching with a characteristic appeal of their own for influencing learners.
- When combined with audio aids or on the spot commentary, they prove to be very useful

**Limitations**

Require special equipment for display.

- The equipment is costly, needs meticulous care and training for operation.
- Electricity/backup power is required for operation.
- The transportation and storage of equipment needs special attention.
- The quality of projection depends on the kind of screen, placement of the audience in relation to the screen, and, the size of the image, and its brightness

However, the above limitations don't lessen the importance of using these visuals wherever suitable, due to their specific and definite advantages in extension and development work.

**7.6.1 Slides;**

A slide is a transparent mounted picture which is projected by focusing light through it. The projection may be made on a screen or on a white wall. Slides of 35mm films, mounted on individual cardboard or plastic frames are common, and are extensively used in extension work during training programmes, seminars, workshops, group meetings, campaigns, exhibitions, etc.

**7.6.2: Overhead Projector**

The overhead projector projects the picture over the head of the speaker on the screen. Drawings, diagrams, letterings, etc., are made on transparent sheets and are put on the glass platform of the overhead projector, through which a strong light is passed. The rays of light are made to converge with a lens, and are reflected by a mirror held at an angle on the screen at the back. The instructional items may be written or drawn by hand on transparent sheets,

transparent cellophane, or polythene rolls with a special marker pen, in colour or in black and white. Transparencies can also be made through photographic, xerox, or electronic processes as well. Overhead projection is used in training programmes, group meeting, seminar, symposium, workshop, etc



**Fig. 3.11 : Overhead Projector**  
(Source: RAGACOVAS, Puducherry)

#### **Advantages**

- Projection may be synchronized with the talk by facing the audience and observing their reaction.
- The presenter can also write, make sketches, and erase while projecting.
- Covering a portion of the transparency with a sheet of paper and making progressive disclosure, and superimposing diagrams may be achieved effectively
- Makes the talk dynamic and sustains audience interest.
- Complex ideas may be clearly presented.
- Saves time in presenting the talk.
- Easy to prepare and project the instructional materials.
- Materials for transparencies are cheap and easily available

**7.7 Audio Visual Aids :** Audio visual aids are those devices through which messages can be seen as well as heard, simultaneously. Synchronization of these two important senses leads to more learning and more retention when compared to the use of visual and audio senses separately. We learnt from the previous section that the two senses, sight and hearing, together, attracts 94 % of audience attention. This is clear cut evidence that audio visual aids can play an important role in extension teaching.

#### **Advantages:**

- Convey meaning clearly in a condensed form and clarify ideas better.
- Supplement spoken word.
- Supply a concrete basis for conceptual thinking.
- Attract the attention, arouse, as well as sustain, the interest of the audience
- Make learning more permanent.
- Overcome limitations of space, time, and distance.
- Develop continuity of thought with motion pictures.
- Stimulate self activity, and motivate people for action.

#### **Motion Pictures**

Motion pictures are extremely useful in motivating and teaching any learner. Yet educational films are not being widely used by extension educators in many development sub sectors. The reasons usually given are:

- The expense of films and projectors

- . • Non availability of suitable films.
- Transportation and maintenance of films and projectors.
- Dominance of entertainment over educative function of films.
- Lack of skills, on the part of extension workers, to operate projectors

**Preparation**

- See the preview of the educational film and assure yourself that it is suitable for the planned extension activity and intended audience.
  - Note down important teaching points and difficult words that audience might not understand
- . • Compose a few questions which are answered in the film.
  - Make sure that the projector and film are in good condition and that there is sufficient darkness in the presentation area, before the arrival of the audience.

**Presentation**

- ✓ Make your audience aware that the purpose of the film is educational and not entertainment, and that they will be expected to learn the messages from it
- ✓ .Tell them the title of the film and say, generally, what the film is about.
- ✓ Explain why this film is important and relate it to their own self interests.
- ✓ Write the questions that you composed on the chalkboard and inform them that these questions will be answered by the film.
- ✓ Try to show the film without any breaks or distractions.
- ✓ Immediately after film screening, encourage the audience to discuss it, freely
- ✓ . Distribute relevant literature, and provide contact addresses for further information.
- ✓ Demonstrate the skill, if any, showed in the film.
- ✓ If required show the film again

**Advantages**

- Combines sound and sight, acting on two senses at the same time.
- Attracts and holds attention due to illuminated screen in semidarkness
- . • Overcomes the barrier of illiteracy – it communicates extension ideas to anyone who can see and hear.
  - Audiences identify themselves with the story on the screen, thus producing highly emotional responses.
- Brings audiences closer to the objects, places, and situations that they cannot ordinarily see in their daily lives.

**Limitations**

- Requires a lot of planning and preparation on part of extension workers.
- The audiences' focus may be on entertainment rather than education.
- With the advent of television, video, and digital technology, the importance of motion pictures has been reduced

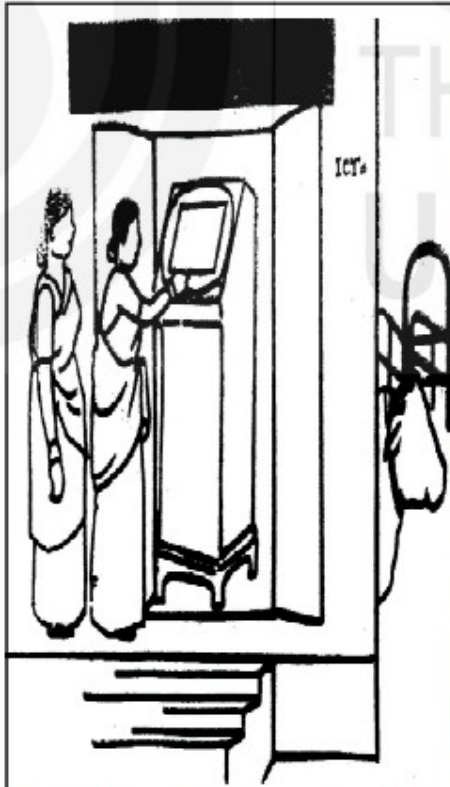
**Multimedia and multiple media:**

Multimedia is a combination of more than one media, but it could include several forms of media - audio, text, still images, animation, graphics, video, and film. The use of more than one aid is increasingly common. Even earlier, multiple media presentations were assembled with the available traditional audio visual aids resources.

Example: Combinations of overhead projectors, flipcharts and slide projectors. Multimedia in

a more current context generally implies a computer based media. The term, computer based multimedia, has become very popular. Interactive video is one form of computer based multimedia. With computer based multimedia, information access is simplified. Sophisticated databases can organize vast amounts of information which can be quickly sorted, searched, found, and cross indexed.

*Example:* Through information kiosks, a lot of developmental information is being accessed in remote and rural areas.



**Fig. 3.12: Interactive Information Kiosk**  
(Source: RAGACOVAS, Puducherry)



**Fig. 3.13 : A Rural Women Livestock Farmer with Interactive Information Kiosk**  
(Source: RAGACOVAS, Puducherry)

The advantage of using multiple media is that it can greatly increase the impact of presentation. It can also lead to a confused presentation, if not planned very carefully. The best advice is to use multiple media only if needed.

**7.8 Factors Influencing the Selection of Audio Visual Aids :** Audio Visual aids will supplement the extension and development worker but cannot replace them. All aids cannot be used for all occasions, but for every occasion, there are aids which should be carefully selected and properly used. No single rule-of-thumb can be given for the selection and use of various audio visual aids to ensure effectiveness in all situations. In order to get the most effective results, the extension worker should: • select the appropriate aids • have a suitable combination of the selected aids • use them in proper sequence.

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should be carefully selected and properly used. No single rule-of-thumb can be given for the selection and use of various audio visual aids to ensure effectiveness in all situations. In order to get the most effective results, the extension worker should: • select the appropriate aids • have a suitable combination of the selected aids • use them in proper sequence.

Teaching Objective / Expected Nature of Change: Select the audio visual aids based on the objective of extension teaching, i.e., to bring about a change in • thinking or knowledge? • attitude or feeling? • actions or skill?

Example : if you want merely to inform, or, to influence a large number of people slightly, use mass media such as radio or television. They reach, but by the amount of change they produce in those they reach. we understood that most effective extension work can be done by the individual contact method. We all know that the personal approach is an effective way of solving problems, since the solution can be clearly planned to meet the needs of individuals. However, urgent development needs in different sectors in rural and urban areas demand that extension workers reach and influence many more people than can possibly be reached by the individual contacts. Many kinds of developmental problems can be solved well in a group situation, too. Group methods bring together a number of persons with common problems and suggest solution. Personal and group methods cannot reach everyone who wants and needs information. So, mass methods must be used to reach a large number of people quickly. Audio visual aids have a vital place in each of these three methods.

#### QUESTIONS:

- Activity 6: Visit your nearby development department and enquire about the different combinations of audio visual aids that they use in their work. Write your observations
- Write the audio visual aids useful in the following teaching methods.
- Individual contact method : .....
- ii) Group contact method : .....
- iii) Mass contact method : .....
- 2) Write the factors to be considered while selecting audio visual aids.

#### 7.9 Let Us Sum Up:

In the preceding pages, a wide variety of audio visual aids and their use in extension and development work were discussed. From this discussion, we understood that the preparation and use of audio visual aids for extension teaching is not an easy way, but it does make learning more effective, interesting and permanent. The forgoing discussion, when properly understood and applied by you, along with suitable teaching methods, should take your learners through the steps in teaching– learning process. In this unit, we started by looking at the meaning, functions, and limitations of audio visual aids and understood that they will supplement the extension and development worker, but cannot replace the development worker. Later, we classified and discussed important audio visual aids along with their preparation, merits, and limitations. At the end, we discussed the factors influencing the selection of aids, and aids suitable for different extension teaching methods. Overall, from this discussion, we realized that all aids cannot be used for all occasions, but for every occasion, there are aids which may be carefully selected and properly used

**7.10 Keywords :**

- a) Audio Aids : instructional devices through which message can only be heard
- b) Visual Aids : instructional devices through which message can only be seen.
- c) Audio Visual Aids : instructional devices in which the message can be heard and seen simultaneously..
- d) Non projected Aids : visual instructional devices which are simply presented without any projection equipment..
- e) Projected Aids : visual instructional devices which are projected and magnified by focusing light..
- f) Display Aids: visual aids which are spread before the audience for viewing, who get the message by looking at them.
- g) Presentation Aids : visuals aids, presented or projected before the audience for viewing, which explain, or present the message of the visuals, so that the audience understands of them.
- h) Chalkboard/ Blackboard : probably the simplest, cheapest, most convenient, and widely used non projected visual aid in extension teaching

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**Dr.RAMESH GOTTE**

## LESSON -8

# MANAGEMENT DEVELOPMENT PROGRAMS- IMPORTANCE PURPOSE OBJECTIVES

### Learning objectives

- To Understand Importance of Management Development
- To Learn the Objectives of Management Development
- To Discuss the principles of Management Development
- To Study the Management Development in India

### Structure

- 8.1 Introduction
- 8.2 Meaning of Management Development
- 8.3 Definition of Management Development
- 8.4 Importance of Management Development
- 8.5 Purpose of Management Development
- 8.6 Objectives of Management Development
- 8.7 Principles of Management Development
- 8.8 Management Development in India
- 8.9 Summary
- 8.10 Key words
- 8.11 Self Assessment Questions
- 8.12 Suggested Readings

### 8.1 Introduction

Everything you need to know about management development. Management development is a part of a large process of development and learning which a significant area of human development is.

In human society there is a continuous growth which takes place through a continuous process of exploration, discovery and acquisition of knowledge.

Executive or management development is a planned process of learning and growth designed to bring behavioural change among the executives. It is continuous process of learning. It implies that there will be a change in knowledge and behavior of the individuals undergoing development programme. The employee will be able to perform his present job better and will increase his potential for future work.

In the opinion of Molander, “Management development is a conscious and systematic process to control the development of managerial resources in the organisation for the achievement of goals and strategies.”

Management development is a part of a large process of development and learning which a significant area of human development is. In human society there is a continuous growth which takes place through a continuous process of exploration, discovery and acquisition of knowledge.



To discuss about management development, one is likely to overlook the total process of development which takes into account the development of all employee. It is an educational and theoretical knowledge and managerial skills in an organized manner.

The main aim of this education is to increase the ability of managers for betterment. Management development consists of all the means by which management learn to improve their behaviour and performance.

Those in the field of organizational behaviour tend to be over conscious of the needs for management development without – paying significant attention to ensure that the entire segment of industrial and business activity is viewed as a development process and is attuned to the overall objectives of the society.

It is true that the development of leadership constitutes an important area and it has vital links in mobilizing the resources of an organization. It is not possible to employ resources to organize an all-round developmental activity immediately, but an organisation tries to apportion to its own resources in such a long duration.

The concern for this stems from the basic necessity to groom those who are in the activities of a larger segment of the industrial world are properly and effectively trained. These men need to be given opportunities for realizing their potential in the interest of an organization.

In India, where one-third of the population lives below the poverty line and there is a high degree of illiteracy, there are insurmountable barriers in the way of achieving developmental.

## **8.2 Meaning of Management Development**

“Executive or management development is a planned process of learning and growth designed to bring behavioural change among the executives.”

It is continuous process of learning. It implies that there will be a change in knowledge and behavior of the individuals undergoing development programme. The employee will be able to perform his present job better and will increase his potential for future work.

Managers develop themselves by participating in formal training courses organised by the organisation. They also make use of actual job experience in learning new behavior and the organisation must provide opportunities for development of its managers. But an equal, but more important, counterpart to the efforts of the organisation is those of the individuals. Self-development is an important concept in the whole programme of executive development.

Management development is a process in which managers working at different levels learn and improve their ability, capability, knowledge and skills for improving the performance of individual as well as organisation. The effectiveness of managers at work contributes a lot to the success of every organisation.

The new approach of human resource management is that money used in development of employees and managers is considered as an investment and not as a cost. Along with their jobs the managerial staff is provided opportunities to learn and improve their competencies. This whole process is known as management development.

The managerial staff is prepared to improve their performance on present jobs and preparing them for further assignments also. Management development is a systematic process of training and growth by which managerial personnel gain and supply skills, knowledge, attitudes and insights to manage the work in their organisations effectively and efficiently.

Management development programme includes the activities — short courses, leadership courses, management education and training programmes, coaching, guiding and mentoring. These programmes can be conducted in-house or outside by consultants or experts

### **8.3 Definition of Management Development**

**Management development is defined by the leading management experts as follows:**

“A conscious and systematic process to control the development of managerial resources in the organisation for the achievement of goals and strategies.”

An attempt to improve managerial effectiveness through a planned and deliberate learning process.

“It is a programme of training and planned personal development purporting to prepare and aid managers in their present and future jobs.” (Yoder) “Management development is a business led process. The business determines what kind of managers it requires to accomplish its strategic goals as well as how to obtain and develop such managers. Although there is stress of self-development, the business must indicate the directions towards which self-development should occur?” (Armstrong)

In the opinion of Molander, “management development is a conscious and systematic process to control the development of managerial resources in the organisation for the achievement of goals and strategies.”

That function which forms deep understanding of business goals and organisational requirements, undertakes are –

- (i) To forecast need, skill mixes and profiles for many positions and level.
- (ii) To design and recommend the professional, career and personal development to ensure competence.
- (iii) To move from the concept of management to the concept of ‘managing’.

The process of ensuring that an organisation has the appropriate management skills and competencies to meet its developing needs. Existing skills and abilities are assessed and actual or potential shortfalls are identified with the aim of ameliorating them. Various

programmes and interventions may be used for this purpose; including training, mentoring, or role-play and team- building exercises. – A Dictionary of Business and Management.

“The process of developing knowledge, skills, ability, and capability called competences of managerial and potential managerial staff of the organisation. It is a planned process to manage the changes by talented and motivated managers for improving overall effectiveness of the organisation”.

From the study of various definitions of management development it is said that it is an intervention for development of the organisation. This is the approach of the management to deal with the planned changes in the organisation. Keeping in view the changing needs of the environment the managerial staff is educated, trained and equipped with the competencies so that as and when the need arises can be managed effectively.

The objective of management development process is to improve the effectiveness of the organisation through effectiveness of managers and potential managers in future. Through this the organisation improves internal strength of manpower. The approach is focusing present as well as future.

#### **8.4 Importance of Management Development**

The survivability, growth and development of any organization depends on the quality of workforce it has, and the quality of such workforce depends on the quality of management personnel (that means skill, knowledge, ability, attitudes of management people) of the company.

Since, procurement, motivation, development of workers are part of managerial functions, qualitative functioning of such activities are influenced greatly by degree and qualities of skill, ability, competencies and attitudes of such managerial personnel. Hence, management development programmes are needed to compensate and strengthen the deficit areas of knowledge, skill, abilities of the executives so that they can perform their present job well and also future job when assigned in terms of objectives / strategies of the company.

**However, the need for management development can be ascertained from the following:**

##### **1. Social Obligation:**

Organization is a part of society. Society has expectations, demands for its growth and development from societal members including organization/s functioning in the society. Organization can fulfil societal demands / requirement if managers are capable enough to analyse social obligations to present cases as spokesperson of the society to the company, to develop a bridge between company thinking and societal expectations, to make the society aware of Contributions Company made for amelioration and well-being of the members of the society. Hence, management development is needed to prepare capable and effective managers.

##### **2. Effect of Globalization:**

Because of globalization, multinational corporations (MNCs) and trans-national corporations (TNCs) have entered in the market resulting in, stiff competition amongst the

market players. In such a situation, it becomes difficult for the domestic companies to survive in the context of quality goods they supply and the price they fix for the customers.

It is, therefore, imperative need for the companies to have world class workers for production of world class product at reasonable cost; and the companies can have such dynamic workforce if, they have highly skilled, committed, dynamic pool of management personnel who can prepare the workers' community according to need, requirement of the companies. So, here is the necessity of management development to face the challenges emanated from the globalization.

### **3. Effective Functioning of Line Management:**

Line management/technocrats are well conversant with technicalities of production activities but, they may lack adequate skill, abilities in human relations development and conceptual areas of the company. For effective functioning of their work they need improvement, development of their skills in those areas where they lack.

Hence, management development programmes are required to be conducted to promote enhancement of human skill and conceptual skill of technocrats, line managers of organizations so that, they can perform their job better in terms of need, requirement of the companies.

### **4. Excellent Quality of Work of Non-Technical Higher Management:**

Technical skill is required for excellent performance by nontechnical managers. Requirement of technical skill of management personnel varies in degree considering grade/strata of the management to which they belong. Higher level management may need some knowledge/skill in technical areas and so, for better functioning they need to acquire skill in this area.

Management development programme designed to impart technical skill to such non-technical higher management personnel may facilitate to deliver excellent quality of work by them.

### **5. Use of Latest Technologies:**

Every organization needs to use latest technologies in its operational and service activities so that, quality goods at minimum cost can be produced to face competition with the market players but, these latest technologies cannot be effectively used if, the managers are not given proper training to have acquaintances with technologies, its operative areas, use, effectiveness, probable problems, etc.

### **6. Change in Economic Policy:**

Change in economic policy creates a new business climate and work culture in organization where re-inventing of management practices appears to be of much necessity. New areas are required to be explored for expansion and diversification of business; continuous improvement of quality in services and products needs to be emphasised; issues like retention of customers and search out for new customer be prioritized.

For all these, executives need an enrichment of knowledge, specific thought pattern, creative thinking, analytical ability, meaningful vision and foresightedness, and this is

possible through organizing tailor-made development programmes which may enable higher management to explore new areas and to practice in the company to confront changes.

### **7. Smooth and Effective Functioning of Business Activities:**

Workers perform business and industrial activities under the guidance and supervision of management. Management personnel play the role of guide, coach, motivator, leader of the people at work. Workers can be effective if the decisions, directions, guidance of the management are proper, perfect and accurate.

So, for smooth, effective and uninterrupted functioning of business activities managers should have leadership qualities, proper knowledge, skill in decision making and also should introduce schemes like employee involvement, empowerment and participation in organization. For all this, management development programme should be of much use.

### **8.5 Purpose of Management Development**

**The characteristics of management development are as follows:**

1. It is an organised process of learning rather than a haphazard or trial and error approach.
2. It is a long term process as managerial skills cannot be developed overnight.
3. It is an ongoing exercise rather than a “one-shot” affair. It continues throughout an executive’s entire professional career because there is no end to learning.
4. Management development aims at preparing managers for better performance and helping them to realise their full potential.
5. Executive development is guided self-development. An executive can provide opportunities for development of its present and potential managers. But the image for learning has to come from the executive itself. Executive development is possible only when the individual has the desire to learn and practice what he learns.

The organisation can provide the environment for development or advancement but the initiative for development has to be taken by the individual himself. Unless the person has the required potential and urge, he cannot be considered fit for development. He can also be given the necessary guidance to help him face the present job’s problems or to prepare him for the higher jobs. Training is also necessary to prevent obsolescence of knowledge and skills of individuals.

Executive development programmes seek to develop the overall personality of the executives and not only the skills necessary to do the job efficiently. The job of executive is a very challenging one. So, the executive development programmes should be more concerned with conceptual and human skills of the executives. A comprehensive development programme uses various learning aids to increase the knowledge, decision making ability, skill in dealing with people and maturity of the managers.

**The purpose or objective of management development programmes are discussed below:**

1. To sustain better performance of managers throughout their careers.
2. To improve the existing performance of managers at all levels.
3. To encourage existing managers to increase their capacity to assume and handle greater responsibility.
4. To enable the organisation to have the availability of required number of managers with the required skills to meet the present and anticipated (future) needs of the organisation.
5. To replace elderly executives who have risen from the ranks by highly competent and academically qualified professionals.
6. To provide opportunities to the executives to fulfil their career aspirations.
7. To ensure that the managerial resources of the organisation are utilised optimally.

### **8.6 Objectives of Management Development**

Generally, management development related to a systematic process of learning and growth by which managerial personnel gain and also apply to knowledge, skills, attitudes and insights to manage the work in their organisations effectively and efficiently. It is an educational process through which executives learn conceptual and theoretical knowledge and managerial skills in an organised manner.

The main aim of formal education for manager is to increase his ability to learn from experience. Management development involves relating experience to learning.

1. Management development is a planned and organized process of learning.
2. It is an ongoing or never ending exercise. It continuous throughout an executive's entire professional career because there is no end to learning.
3. It is a long-term process as managerial skills cannot be developed overnight
4. It is guided self-development. An organisation can provide full opportunities for development of its present and potential managers.
5. It aims at preparing managers for better performance and helping them to realise their full potential.

#### **The primary aims are:**

(1) To ensure that the company is staffed both now and in the future with a sufficient number of managers with necessary skills, experience and ability to secure continued growth and profitability – the right man or woman at the right time in the right place. Thus we will have a steady source of competent people at all levels to meet organisational needs at all times.

(2) To check that human resources of a company are being properly and fully used, and that potential and talent in human terms are neither wasted nor overlooked, and they are offered ample and timely scope to grow, so that both individuals as well as organisational needs are adequately met. This will ensure optimum utilisation of human capital.

(3) To provide an opportunity for staff within a company to prepare themselves for higher assignments and to reach their maximum capabilities.

The staff should be enabled to fulfill their career expectations by training that will enable them to do a bigger and a richer job which they can get through a sound promotion policy, viz., promotion from within.

In addition, there are many other objectives, such as to prevent managerial obsolescence (becoming out-of-date), to prepare for new business and expansions, to replace old executives with younger talents, to Indianise management, to promote a high morale and good organisational climate, to adapt quickly to changing conditions, to secure more harmonious teamwork, to promote productivity, profits and so on.

### **8.7 Principles of Management Development**

Based on research and experience, a number of principles have been evolved which should serve as guides in creating and maintaining an effective management development.

#### **Such principles are as follows:**

1. All development is self-development – It means that people are developed not so much by others as by themselves. This principle highlights the importance of an individual candidate's inner motivation and basic abilities. The primary responsibility must rest upon the person to be developed.
2. Development is closely akin to education – Development is more closely akin to education than it is to specific training in skills because the development programme aims at overall growth of an individual to enable him/her to achieve the desired objectives.
3. Gearing to individual differences – Too much emphasis should not be laid on uniformity of development efforts. Instead, development efforts should be geared to individual differences. An individual must be helped, and the development programme should be so planned as can create an environment in which self-development is stimulated and facilitated.
4. Long-range process – An executive cannot be developed just by taking a course, holding a job, reading a book, or attending a seminar or conference. Such development is rather a long-range process with individual development programmes running into many years.
5. Adequate facilities – For encouraging self-development, it is necessary to create an effective organisational climate, making all developmental facilities available.
6. Adequate rewards – The people who display interest and activity in development should be rewarded appropriately.
7. Effective immediate supervisor – The immediate supervisor exercises a key influence. The supervisor should emphasise on high-quality performance, supportive coaching and proper counselling.

## **8.8 Management Development in India**

Although a great deal of progress has been made in the area of training and development in Asian continent and particularly in India, still we are not there yet. A great deal of work has to be done. The dependent attitude of the subordinate towards the boss created over the years does not provide any incentive for independent action or motivation for participation.

The subordinate feels that if he or she doesn't go to the boss for permission or instructions, there is no way for the boss to know how well he or she is doing. Even in group situations, the subordinates expect bosses to state the problem and solution. The subordinates limit their participation to a very careful way of pointing out the possible problem areas without, however, directly contradicting their bosses.

With this type of attitude, it becomes difficult to develop the subordinates so that they can be moved up. Of course, this situation is changing as more and more multinational companies are moving into India and managers are sent for training and development abroad.

Experiences have shown that when managers are given an opportunity to participate they do respond well. When such people are available in multinational companies, the expatriates are slowly replaced by the locals. The assumptions which underlie Theory X seem to no longer hold true. A high degree of objectivity can be seen in many of the human resource activities whether it is selection, performance assessment or reward systems.

## **8.9 Summary**

As a result of this objectivity, best talent is drawn into the multinational companies. The local organizations are feeling the impact and as a result forced to be objective in their decisions pertaining to the management of human resources. Without such objectivity, they may have to sacrifice efficiency and success.

A long way to go before the emphasis on developing executives receives importance in companies in India. There must be a shift in thinking that managerial development is a cost to an asset building activity the return of which is great.

Due to the level of education and exposure to western practices, Indian managers may find the adaptation to western management practices a bit easier. They tend to absorb the western management practices in a relatively shorter time. As the years go by, most of the management practices will become universally applicable.

There will be a greater mobility of managers in all directions and not simply from the West to the East. Once again, we will be talking about the universality of management practices. The Japanese have contributed a great deal to the management education and development which are emulated by other countries and cultures.



### **8.10 Key words**

Management development is a process in which managers working at different levels learn and improve their ability, capability, knowledge and skills for improving the performance of individual as well as organisation.

### **8.11 Self Assessment Questions**

1. Discuss the Importance of Management Development
2. Briefly Explain the Objectives of Management Development
3. Describe the Principles of Management Development\
4. Analyze the Management Development in India

### **8.12 Suggested Readings**

1. Raymond A Noe, Amitabh Deo KodwaniEMPLOYEE TRAINING AND DEVELOPMENT  
Mc Graw Hill Education 2019
2. Antonette Asumptha J, A Guru Murugan, M Collin Joseph XavierA Book On Training And  
Development Games And Activities For Trainers 1<sup>st</sup> Edition, 2020
3. Purobi Roy Dave Training and Development Notion Press 2021
4. Pahuja Yogesh DrTraining and Development Partridge India Publications 2021
5. Dr. Geethu Anna Mathew, Dr. Roshen Therese Sebastian, Dr. Sheeja Krishnakumar, Mr.  
Somasundaram T. Training & Development Redshine Publication 2021
6. Dr. Vikash Kumar Training and Development Laxmi Publications Pvt Ltd 2023.

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## Lesson -9

# STAGES OF MANAGEMENT DEVELOPMENT

### Learning Objectives

- To Understand the Stages of Management Development
- To Learn the Components of Management Development
- To Discuss the Evaluation of Management Development

### Structure

- 9.1 Introduction
- 9.2 Stages of Management Development
  - 9.2.1. On-the-Job Techniques:
    - 9.2.1(a). Coaching
    - 9.2.1(b). Job Rotation
    - 9.2.1(C). Understudy
    - 9.2.1(d). Multiple Management
  - 9.2.2. Off-The-Job Techniques
    - 9.2.2(a) The Case Study
    - 9.2.2(b) Incident Method
    - 9.2.2( c) Role Playing
    - 9.2.2(d) In-Basket Method
    - 9.2.2(e) Business Games
    - 9.2.2(f) Sensitivity Training
    - 9.2.2(g) Simulation
    - 9.2.2(h) Managerial Grid
    - 9.2.2(i) Conferences
    - 9.2.2(j) Lectures
    - 9.2.2(k) Behaviour Modelling
    - 9.2.2(l) Transactional Analysis
    - 9.2.2(m) Structured Insight
    - 9.2.2(n) Special Courses
    - 9.2.2(o) Special Meetings
    - 9.2.2(p) Special Readings
    - 9.2.2(q) Specific Projects
- 9.3 Components of Management Development
  - 9.3.1 Looking at Organisations' Objectives
  - 9.3.2 Ascertaining Development Needs
  - 9.3.3 An Appraisal of Present Management
  - 9.3.4 A management Manpower Inventory
  - 9.3.5 The Planning of Individual Development Programmes
  - 9.3.6 Establishment of Training and Development
  - 9.3.4 A management Manpower Inventory
  - 9.3.5 The Planning of Individual Development Programmes
  - 9.3.6 Establishment of Training and Development
  - 9.3.7 Evaluating Development Programmes
- 9.4 Evaluation of Management Development Program

9.5 Summary

9.6 Key words

9.7 Self Assessment Questions

9.8 Suggested Readings

### 9.1 Introduction

Manager needs include managerial skills and needs. Managerial skills include decision-making skills and interpersonal skills. Manager needs include job knowledge, organization knowledge, general knowledge, specific individual needs and other needs. Various management development techniques are grouped under two categories viz., manager needs and on-the-job and off-the-job techniques.

There are mainly two types of techniques by which managers can acquire the knowledge, skills and attitudes and make themselves competent managers. One is through formal training and the other is through on-the-job experiences.

On-the-job training is of utmost importance as the real learning takes place only when the learner uses what he has learnt. The saying “An ounce of practice is worth tons of theory” is true whoever said it. But it should also be remembered that class-room training or pedagogical techniques have also got their own importance in gaining new knowledge, and learning new techniques, and broader concepts.

Learning is haphazard without background and, learning can never be called true learning if it is just theory without practice. When on-the-job training is properly balanced with the classroom training, the real learning takes place.

### 9.2 Stages of Management Development

#### 9.2.1. On-the-Job Techniques

These are the most widely used techniques. No other technique may interest the trainee so much as these do since the location of the learner is not an artificial one as the classroom. The success of these techniques depends on the immediate supervisor and how good a teacher he is. On-the-job techniques are especially useful for certain groups like scientific and technical personnel.

Though the costs of training initially appear to be low they may turn out to be high when wastages of all kinds are considered under this type of training.

This method of learning in isolation may prove to be inadequate but in combination with the other techniques will be excellent.

#### **The important on-the-job training techniques are:**

- I. Coaching,
- II. Job Rotation,
- III. Under Study,
- IV. Multiple Management.

**9.2.1(a). Coaching**

In coaching the trainee is placed under a particular supervisor who acts as an instructor and teaches job knowledge and skills to the trainee. He tells him what he wants him to do, how it can be done and follows up while it is being done and corrects errors.

“Coaching should be distinguished from counseling.... Counseling... involves a discussion between the boss and his subordinates of areas concerned with the man’s hopes, fears, emotions, and aspirations. It reaches into very personal and delicate matters. To be done correctly, counseling demands considerable background and ability on the part of the counselor. If carried out poorly, it may do considerable damage.”

The act of coaching can be done in several ways. The executive apart from asking them to do the routine work may ask them to tackle some complex problem by giving them chance to participate in decision-making.

One of the important limitations of this technique is that the individual cannot develop much beyond the limits of his own boss’s abilities.

**9.2.1(b). Job Rotation**

The transferring of executives from job to job and from department to department in a systematic manner is called Job Rotation. When a manager is posted to a new job as part of such a programme, it is not merely an orientation assignment. He has to assume the full responsibility and perform all kinds of duties.

The idea behind this is to give him the required diversified skills and a broader outlook, which are very important at the senior management levels. It is upto the management to provide a variety of job experiences for those who have the potential for higher ranks before they are promoted.

Job rotation increases the interdepartmental cooperation and reduces the monotony of work. It makes the executives in general management and does not allow them to confine themselves to their specialised field only.

**9.2.1(C). Understudy**

“An understudy is a person who is in training to assume at a future time, the full responsibility of the position currently held by his superior.” This method supplies the organisation a person with as much competence as the superior to fill his post which may fall vacant because of promotion, retirement or transfer.

An understudy may be chosen by the department or its head. He will then teach what all his job involves and gives him a feel of what his job is. This under study also learns decision-making as his superior involves him in the discussion of daily operating problems as well as long-term problems. The leadership skills can also be taught by assigning him the task of supervising two or three people of the department.

**9.2.1(d). Multiple Management**

Multiple Management is a system in which permanent advisory committees of managers study problems of the company and make recommendations to higher management. It is also called Junior-board of executives system. These committees discuss the actual problems and different alternative solutions after which the decisions are taken. The technique of multiple management has certain advantages over the other techniques.

**They are:**

- (i) Members have the opportunity to acquire the knowledge of various aspects of business.
- (ii) It helps to identify the members who have the skills and capabilities of an effective manager.
- (iii) Members have the opportunity to participate in the group interaction and thereby gain the practical experience of group decision-making.
- (iv) It is relatively an inexpensive method; and
- (v) Considerable number of executives can be developed in a short span of time.

**On-the-Job Experience:**

Managers learn and acquire various skills and knowledge by doing the job assigned. This technique can be used along with other techniques of management development.

**9.2.2. Off-The-Job Techniques**

Because of the fact that on-the-job techniques have their own limitations, these off-the-job techniques are considered important to fill those gaps.

**The following are some of the important off-the-job techniques:**

- a) The case study
- b) Incident method
- c) Role playing
- d) In basket method
- e) Business game
- f) Sensitivity training
- g) Simulation
- h) Grid training
- i) Conferences
- j) Lectures
- k) Behaviour modelling
- l) Transactional Analysis
- m) Structured Insight
- n) Special Courses
- o) Special Meetings
- p) Special Readings, and
- q) Specific Projects.

**9.2.2(a) The Case Study**

Case is a description of management problem/situation as viewed or presented to a decision-maker. Cases are prepared on the basis of actual business situations that happened in various organisations. The trainees are given cases for discussing and deciding upon the

case. Then they are asked to identify the apparent and hidden problems for which they have to suggest solutions.

The situation is generally described in a comprehensive manner and the trainee has to distinguish the significant facts from the insignificant, analyse the facts, identify the different alternative solutions, select and suggest the best. This whole exercise improves the participant's decision-making skills by sharpening their analytical and judging abilities.

### **Why Case Study?**

- i. Enhances analytic, problem solving and critical thinking skills.
- ii. Participants can master complex knowledge, skills and attitude areas.
- iii. Active participation.
- iv. Encourage learning process- Questioning, interpreting.
- v. Enhances team problem skills and interaction skills.

### **9.2.2(b) Incident Method**

This method was developed by Paul Pigours. It aims to develop the trainee in the areas of intellectual ability, practical judgment and social awareness.

Incidents are prepared on the basis of actual situations which happened in different organisations. Each employee in the training group is asked to study the incident and to make short-term decisions in the role of a person who has to cope with the incident in the actual situation.

Later, the group studies and discusses the incident and takes decisions relating to incident, based on the group interaction and decisions taken by each member. Thus, this method is similar to a combination of case method and in-basket method.

### **9.2.2( c) Role Playing**

A problem situation is simulated by asking the participants to assume the role of particular person in the situation. The participant interacts with other participants assuming different roles. Mental set of the role is described but no dialogue is provided.

The whole play may be tape-recorded and the trainee may thus be given the opportunity to examine his or her own performance.

Role playing gives the participants vicarious experiences which are of much use to understand people better. This method teaches human relations skills through actual practice. The exemplary role playing situations are: a grievance discussion, employment interview, a sales presentation, etc.

### **9.2.2(d) In-Basket Method**

The trainees are first given background information about a simulated company, its products, key personnel, various memoranda, requests and all data pertaining to the firm. The trainee has to understand all this, make notes, delegate tasks and prepare memos within a specified amount of time.

**Abilities that this kind of exercise develops are:**

- i. Situational judgment in being able to recall details, establishes priorities, interrelate items and determine need for more information.
- ii. Social sensitivity in exhibiting courtesy in written notes, scheduling meetings with personnel involved and explaining reasons for actions taken.
- iii. Willingness to make decision and take action.

**9.2.2(e) Business Games**

Under this method, the trainees are divided into groups or different teams. Each team has to discuss and arrive at decisions concerning such subjects as production, pricing, research expenditure, advertising, etc., assuming it to be the management of a simulated firm.

The other teams assume themselves as competitors and react to the decision. This immediate feedback helps to know the relative performance of each team. The team's co-operative decision promotes greater interaction among participants and gives them the experience in co-operative group processes.

All this develops organisational ability, quickness of thinking, leadership qualities and the ability to adopt under stress.

**Advantages and Disadvantages of Business Games:****Advantages:**

- i. Provides efficient learning situation
- ii. Highest level of involvement of participants
- iii. Enhance Decision-Making ability
- iv. Analyse situations logically
- v. Can be used for cross-functional areas also.

**Disadvantages:**

- i. Improper handling may cause confusion
- ii. Some games lack validation
- iii. May be far from reality
- iv. Too costly
- v. Time consuming.

**9.2.2(f) Sensitivity Training**

The main objective of sensitivity training is the "Development of awareness of and sensitivity of behavioural pattern

**9.5 Summary**

ns of oneself and others." This development results in the (i) increased openness with others, (ii) greater concern for others, (iii) increased tolerance for individual differences, (iv) less ethnic prejudice, (v) understanding of group processes, (vi) enhanced listening skills, (vii) increased trust and support.

The role played by the trainee here is not a structured one as in role play. It is a laboratory situation where one gets a chance to know more about himself and the impact of

his behaviour on others. It develops the managerial sensitivity, trust, and respect for others. One of the limitations of sensitivity training is that it exacts a huge emotional cost from the manager

### **9.2.2(g) Simulation**

Under this technique the situation is duplicated in such a way that it carries a closer resemblance to the actual job situation. The trainee experiences a feeling that he is actually encountering all those conditions. Then he is asked to assume a particular role in the circumstances and solve the problems by making a decision. He is immediately given a feedback of his performance.

One of the limitations of this method is that it is very difficult to duplicate the situation to the extent of making the trainee feel the pressures and realities of actual decision-making on the job. The very fact that the trainee knows that it is an artificial situation prevents him from experiencing all that he experiences in real job situation.

### **9.2.2(h) Managerial Grid**

It is a six phase programme lasting from three to five years. It starts with upgrading managerial skills, continues to group improvement; improves inter group relations, goes into corporate planning, develops implementation method and ends with an evaluation phase. The grid represents several possible leadership styles. Each style represents a different combination of two basic orientations – concern for people and concern for production.

### **9.2.2(i) Conferences**

A conference is a meeting of several people to discuss the subject of common interest. But contribution from members can be expected as each one builds upon ideas of other participants. This method is best suited when a problem has to be analysed and examined from different viewpoints.

It helps the members develop their ability to modify their attitudes. Participants enjoy their method of learning as they get an opportunity to express their views.

The success of the conference depends on the conference leader. In order to make the conference a success, the conference leader must be able to see that the discussion is thorough and concentrate on the central problem by encouraging all the participants to develop alternatives and present their viewpoints and by preventing domination by a few participants.

### **9.2.2(j) Lectures**

It is the simplest of all techniques. This is the best technique to present and explains series of facts, concepts, and principles. The lecturer organises the material and gives it to a group of trainees in the form of talk.

**The main uses of lectures in executive development are:**

- (i) It is direct and can be used for a larger group of trainees.
- (ii) It presents the overview and scope of the subject clearly.



(iii) It presents the principles, concepts, policies and experiences in the shortest time. Thus, it is a time saving technique.

The lectures do not give scope for student participation and may sometimes be boring which in turn hinders learning. Skills can be learnt only by doing and therefore lectures are of no use for technical skills.

### **9.2.2(k) Behaviour Modelling**

Behaviour modelling is an approach that demonstrates desired behaviour and provides trainees the chance to practice and role play/imitate those behaviours and receive feedback. This technique combines several training methods. This technique involves four basic components viz.,

- a. Learning points – Learning points, which are normally a sequence of behaviours, are to be identified and taught.
- b. Model – Participants view films/videotapes in which a model manager's action is portrayed.

### **9.2.2(l) Transactional Analysis**

This is developed and popularized by Eric Berne through his book on “Games People Play” and Thomas Harris through his book on “I’m OK, You’re OK” respectively. Transactional analysis is the analysis of transactions between two or more persons. The major areas of transactional analysis can be explained through ego states, transactions and stroking.

Ego is a hypothetical construct and is used to help explain the complex dynamics of the human personality. Transactional Analysis uses three ego states viz., Child (C) Ego; Adult (A) Ego and Parent (P) ego. A number of transactions take place between two or more individuals. They are classified as complementary, crossed and ulterior transactions. Crossed and ulterior transactions result in conflict whereas complementary transactions are desirable to improve inter-personal relations.

### **9.2.2(m) Structured Insight**

Under structured insight, trainers collect data with regard to attitudes and values of trainees, and compare the data with the chosen model of behaviours. Then the trainers provide deviations between the chosen models and the trainee's behaviour and enable the trainee to develop some insight into makeup and implications of their chosen modes of behaviours. This process develops the trainee to modify his/her behaviours in the lines of chosen model behaviours.

### **9.2.2(n) Special Courses**

Various business schools, management institutes and consultancy organisations conduct special courses in management development. These organisations conduct generic and company-based customized special courses. Various companies depute their managers to these courses. Trainees learn and acquire special skills and knowledge in these special courses.

**9.2.2(o) Special Meetings**

Companies, business schools and consultancy organisations organise special meetings in order to train managers and enable them to acquire specific skills and knowledge.

**9.2.2(p) Special Readings**

Managers are provided with special papers, books, reports and the like with a specific note. Managers read these specific notes from the books and papers and enrich their specific managerial knowledge.

**9.2.2(q) Specific Projects**

Companies depute managers on a specific assignment in various projects. Managers while working in these projects learn multiple skills and knowledge under flexible and comprehensive environments.

**9.3 Components of Management Development**

The process of management development begins with top management's recognition of the need for MDP, Development of suitable policy guidelines and assignment of special responsibility for executing the policy create a favourable climate of on-the-job growth, personal improvement and development of managers.

A special committee of senior executives will look after planning and guiding management development. The personnel manager and special training staff will administer the routine of MDP.

**The essential components or steps of a comprehensive management development programme are discussed below under the following heads:**

- (i) Looking at organisation's objectives;
- (ii) Ascertaining development needs;
- (iii) Appraisal of present management talents;
- (iv) Preparation of Manpower Inventory;
- (v) Planning of individual development programmes;
- (vi) Establishment of training and development programmes;
- (vii) Programme evaluation.

**9.3.1 Looking at Organisations' Objectives**, this is the first step in executive development programme. The objects tell "where we are going" and will develop a framework from which the executive need can be determined.

**9.3.2 Ascertaining Development Needs** calls for organisational planning and forecast of its needs for present and future growth. This is generally based upon a comprehensive job description, job specification and job analysis with particular reference to the kind of management work performed, the kind of executives needed, and the kind of education, experience, training, special knowledge, skills, personal traits, etc., required for such work. Most companies train their own executives, except when they experience a critical shortage of specialised high-level talent. In the latter case, executives are hired from outside.

**9.3.3 An Appraisal of Present Management Talent** is made with a view to determining qualitatively the type of personnel that is available within an organisation itself. The performance of a management individual is compared with the standard expected of him. His personal traits are also analysed so that a value judgment may be made of his potential for advancement.

**9.3.4 A management Manpower Inventory** is prepared for the purpose of getting complete information about each management individual's bio-data and educational qualifications, the results of tests and performance appraisal. It may also be maintained on replacement tables or charts. From these, it can be known that several capable executives are available for training for higher positions.

An analysis of the information will bring to the attention of the management the potential obsolescence of some of the present executives, the inexperience or shortage of managers in certain functions, and skill deficiencies relative to the future needs of the organisation.

**9.3.5 The Planning of Individual Development Programmes** is undertaken to meet the needs of different individuals, keeping in view the differences in their attitudes and behaviour, and in their physical, intellectual and emotional qualities.

The weak and strong points of an individual are known from his performance appraisal reports; and, on the basis of these, tailor-made programmes are framed and launched. Such programmes give due attention to the interests and goals of the subordinates as well as the training and development opportunities which exist within an organisation.

**9.3.6 Establishment of Training and Development Programmes** this job is done by the personnel department. A comprehensive and well-conceived programme is generally prepared, containing concentrated brief courses (often called crash programmes).

Such courses may be in the field of human relations, time and motion study, creative thinking, memory training, decision-making, leadership courses, and courses in professional or academic institutions, depending on organisational needs and the time and the cost involved.

**9.3.7 Evaluating Development Programmes** evaluation is the systematic collection and assessment of information for deciding how best to utilise available training resources in order to achieve organisational objectives.

The evaluation of training has been defined by Hamblin as "any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of training in the light of that information."

**According to him, the objectives of evaluating development programmes are:**

- (a) Reactions objectives, that is, objectives intended to "stimulate a high level of involvement and interest."
- (b) Learning objectives that is those objectives which are concerned with acquiring knowledge, skills and attitudes.

(c) Job behaviour objectives, which are concerned with achieving over-all results.

**Other authorities are of the opinion that an evaluation of training is helpful because:**

(a) It discloses the relevance of programmes to an organisation's needs, i.e., what changes are to be made in existing programmes to make them more effective;

(b) It reveals whether programmes have contributed to the effectiveness of an organisation; and

(c) It tells us whether programmes need to be continued or replaced by other relevant activities, which might aid in the achievement of an organisation's goals.

**According to Tracey, the most important means of evaluating development programmes are:**

(a) Observation that is, observing the behaviour of people. Such observation must be specific, systematic, quantitative, recorded and expert;

(b) Ratings, under which various elements of the training system should be rated independently by several raters. The elements of rating are the trainees, instructors, equipment, materials, training aids and facilities;

(c) Trainee surveys, concerned with knowing the opinion of the trainees about the programmes;

(d) Trainee interviews, at which ideas and views of the trainees are elicited.

Two other methods may be added to this test. One, measuring the score secured by a trainee in tests and examination; two, measuring changes that might have taken place in such areas as costs, quality, quantity of work, grievances.

#### **9.4 Evaluation of Management Development Program**

The program should be evaluated to determine the revisions and to win the continued support of top management. Success can be measured by individual and organisational goal attainment, the actions that are completed, and any changes in performance measures and attitudes.

The effectiveness of executive development programs can be found in terms of the improvements in the participant's abilities and responsibilities for their own career planning. It is also discovered in the employee's perceptions of better job opportunities, promotional opportunities for growth and success.

Managers may view an executive development program as successful if it offers them staffing flexibility or helps them to identify pools of qualified employees to meet forecasted openings. Organisations may find a program to be useful if it increases the attractiveness of the organisation to potential employees or raises the motivation and productivity of current employees.

For the individual firms, there are various methods of evaluating program effectiveness. The one most frequently found and least effective is measurement of the group's response after the training has been completed. In most programs, the opinions obtained from trainees about the worth of the experience are almost always favourable. A sounder approach is that of measuring the group performance both before and after the training.

Comparison can then be made to determine if organisational behaviour has improved within the group. Finally, and even more effective method is to give trainees some time such as six months or a year and measure the effects of training on leadership style or their actual performance after a period of time.

With reinforcement by organisational supervisors, the values taught by the training programme can begin to take form in the work situation.

## 9.5 Summary

Management development is a process used to create effective managers. A manager is anyone who works between the executive and entry-level personnel within an organization and helps those people perform labor to ensure the company reaches its goals. Management development programs usually enable managers to enhance their existing skills, such as resolving conflicts and communicating with others.

There are both internal and external management development programs. A company might implement an internal management development program by providing individual mentorship, instruction from a human resources department representative or management assignments for new or experienced managers to complete on-site. External management development might include conferences, seminars or even university graduate programs.

Management development is important because it helps those who are new to management positions understand what the job entails and gain the necessary soft skills and interpersonal knowledge. It's also important for experienced managers because it can teach them new ideas in workplace management and remind them of other techniques to use.

## 9.6 Key words

**Simulation-** Under this technique the situation is duplicated in such a way that it carries a closer resemblance to the actual job situation. The trainee experiences a feeling that he is actually encountering all those conditions

**Sensitivity Training-** The main objective of sensitivity training is the “Development of awareness of and sensitivity of behavioural patterns of oneself and others.”

**Managerial Grid-** It is a six phase programme lasting from three to five years. It starts with upgrading managerial skills, continues to group improvement; improves inter group relations, goes into corporate planning, develops implementation method and ends with an evaluation phase. The grid represents several possible leadership styles

**Behaviour Modelling-** Behaviour modelling is an approach that demonstrates desired behaviour and provides trainees the chance to practice and role play/imitate those behaviours and receive feedback. This technique combines several training methods. This technique involves four basic components viz.,

**Transactional Analysis-** This is developed and popularized by Eric Berne through his book on “Games People Play” and Thomas Harris through his book on “I’m OK, You’re OK” respectively. Transactional analysis is the analysis of transactions between two or more persons. The major areas of transactional analysis can be explained through ego states, transactions and stroking.

**Coaching-** Coaching should be distinguished from counseling.... Counseling... involves a discussion between the boss and his subordinates of areas concerned with the man’s hopes, fears, emotions, and aspirations

**Job Rotation-** The transferring of executives from job to job and from department to department in a systematic manner is called Job Rotation. When a manager is posted to a new job as part of such a programme, it is not merely an orientation assignment. He has to assume the full responsibility and perform all kinds of duties.

### 9.7 Self Assessment Questions

1. Briefly Explain the stages of Management Development
2. Discuss the Components of Management Development
3. Outline the Evaluation of Management Development Programmes

### 9.8 Suggested Readings

1. Raymond A Noe, Amitabh Deo KodwaniEMPLOYEE TRAINING AND DEVELOPMENT Mc Graw Hill Education 2019
2. Antonette Asumptha J, A Guru Murugan, M Collin Joseph XavierA Book On Training And Development Games And Activities For Trainers 1<sup>st</sup> Edition, 2020
3. Purobi Roy Dave Training and Development Notion Press 2021
4. Pahuja Yogesh DrTraining and Development Partridge India Publications2021
5. Dr. Geethu Anna Mathew, Dr. Roshen Therese Sebastian, Dr. Sheeja Krishnakumar, Mr. Somasundaram T. Training & Development Redshine Publication 2021
6. Dr. Vikash KumarTraining and Development Laxmi Publications Pvt Ltd 2023.

**Dr. V. Naga Nirmala**

## Lesson -10

# COACHING METHODS

### Learning Objectives

- To all of us have something to learn?
- To all of us have something to teach?
- To Information shared confidentially should be honored; people will share only what they want to share (but remember, others also need to hear from you)
- We are all in this learning experience together; we are all resources to one another in the group.
- We can expect to gain from this experience in direct proportion to what we put into it.
- When it comes to people, we do not have to agree; we do need to understand.
- When it comes to people, there are few simple answers

### Structure

- 10.1 Definitions of Coaching and Counseling
- 10.2 The benefits of coaching
- 10.3 Counseling versus coaching.
- 10.4 Fundamentals of coaching & counseling
  - 10.4.1 One on one coaching
- 10.5 Counseling steps
  - 10.5.1 Reasons to coaches and counselors are fail.
  - 10.5.2 Failure to motivate
- 10.6 Techniques of psychotherapy
- 10.7 Script analysis:
- 10.8 Self-assessment questions.
- 10.9 Suggested readings

### 10.1 Definitions of coaching and counseling:

**Coaching:** A directive process conducted by a manager to train and orient an employee to the realities of the workplace and to help the employee remove barriers to optimum work performance.

**Counseling:** A supportive process conducted by a manager to help an employee define and work through personal problems or organizational changes that affect job performance.

**Coaching and counseling:** share many of the same skills, such as listening, showing empathy, asking questions, providing information, and creating action plans. At times, they may seem to overlap

### A Good Manager

- Can begin a session with counseling, and realize, in the moment, the need to switch to coaching or vice versa depending on whether there is a skill, motivational, or resource deficit. These will be covered in depth in the next section.
- Helps employees be successful by monitoring and observing job performance on an ongoing basis. This does not mean micromanaging, but rather being able to delegate the right work to the right employee at the right time.

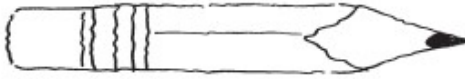
➤ Gets employees ready for new tasks or assignments that require new skills. A good manager knows how to provide direction, support, feedback, and training to help employees achieve performance expectations

**10.2 The Benefits of Coaching:** It is vital to believe there will be personal payoff before we decide to change our behavior and invest time and energy acquiring new skills. This is especially true for committing to become the best possible coach or counselor, as these types of conversations can be awkward or even anxiety producing for many managers. It is easier to go into denial and hope performance problems will get better without dealing with them directly. Unfortunately, just the opposite is true—they usually get worse, not better, when ignored.

Why should you improve your coaching skills? See if you agree with the author by deciding which statements are true and which are false. Compare your answers with those of the author at the bottom of the page.

True	False	Coaching...
<input type="checkbox"/>	<input type="checkbox"/>	1. Makes your job easier because employees have the right skills for the job.
<input type="checkbox"/>	<input type="checkbox"/>	2. Enables you to delegate responsibilities and empower your employees.
<input type="checkbox"/>	<input type="checkbox"/>	3. Builds your reputation as a manager who drives for results and develops people.
<input type="checkbox"/>	<input type="checkbox"/>	4. Increases employees' commitment to results because they know what the performance expectations are and how to achieve them.
<input type="checkbox"/>	<input type="checkbox"/>	5. Develops collaboration between team members because they have to coach each other.
<input type="checkbox"/>	<input type="checkbox"/>	6. Increases employee motivation and initiative because positive recognition and feedback are given.
<input type="checkbox"/>	<input type="checkbox"/>	7. Helps improve the quality of your employees' work.
<input type="checkbox"/>	<input type="checkbox"/>	8. Helps avoid surprises and defensiveness during performance appraisals.
<input type="checkbox"/>	<input type="checkbox"/>	9. Helps increase creativity and innovation.
<input type="checkbox"/>	<input type="checkbox"/>	10. Increases team cohesion due to clarified goals and roles.





## CHARACTERISTICS OF EFFECTIVE COACHES

Below are 20 characteristics employees have used to describe managers who are effective coaches. Please rate yourself by circling the most appropriate rating and then add all circled numbers to determine your total score.

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1 = Seldom displayed    2 = Sometimes displayed    3 = Almost always displayed

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### As a coach, I:

- |  |   |   |   |
|--|---|---|---|
| 1. Give assignments that capitalize on employees' strengths  | 1 | 2 | 3 |
| 2. Give employees visibility with higher-level managers and customers  | 1 | 2 | 3 |
| 3. Provide freedom for employees to do their jobs  | 1 | 2 | 3 |
| 4. Set standards of excellence   | 1 | 2 | 3 |
| 5. Orient the employee to company values and business strategies   | 1 | 2 | 3 |
| 6. Hold the employee accountable   | 1 | 2 | 3 |
| 7. Protect the employee from undue stress  | 1 | 2 | 3 |
| 8. Encourage the employee when she is discouraged or about to undertake new or difficult assignments                               | 1 | 2 | 3 |
| 9. Provide information about the company's vision, products, and goals, and the employee's role in the attainment of company goals | 1 | 2 | 3 |
| 10. Make performance expectations and priorities clear   | 1 | 2 | 3 |
| 11. Take time to build trust   | 1 | 2 | 3 |
| 12. Provide appropriate training and support when needed   | 1 | 2 | 3 |

## CONTINUED

13. Solicit and listen to the employee's ideas even when I disagree	1	2	3
14. View the employees as partners and critical to the success of the company	1	2	3
15. Serve as a good role model	1	2	3
16. Won't let the employee give up	1	2	3
17. Don't divulge confidences	1	2	3
18. Explain reasons for decisions and procedures and give advance notice of changes whenever possible	1	2	3
19. Provide employees feedback about their job performance	1	2	3
20. Give employees recognition when they deserve it	1	2	3

**Summary****TOTAL** \_\_\_\_\_

50–60	Excellent
40–49	Fair to Good
below 40	Needs Improvement

Now choose three characteristics that need the most improvement and write them below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The following page has an assessment for you to photocopy. Give it to one or more of your employees who is capable of assessing your skills as a coach.

### 10.3 Counseling Versus Coaching.

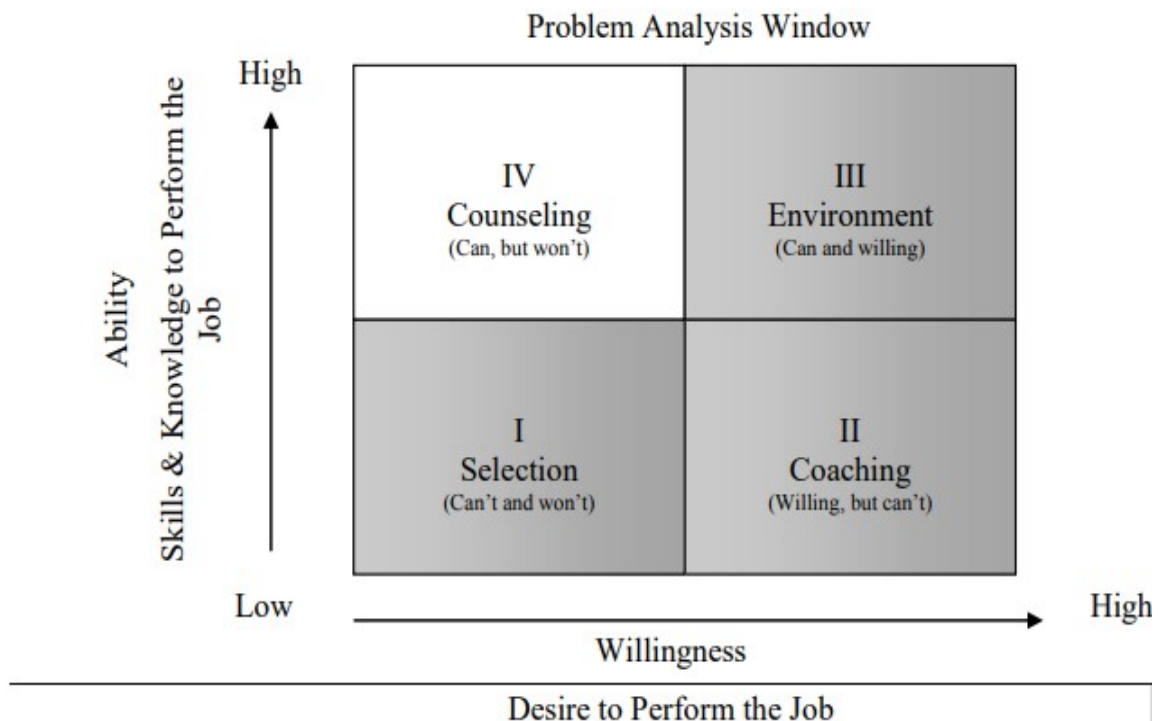
#### When to Counsel:

- A bad attitude
- Able, but not willing
- In a state of denial or resistance
- Having a negative attitude on other staff members
- General discipline problems

Once Counseling has taken place, the next step will hopefully be Coaching.

#### When to Coach:

- Positive, willing, but not able
- A “want to” attitude
- Has great potential
- You know the time coaching is going to be well spent
- In a state of exploration
- Influences other team members positively



#### 10.4 Fundamentals of Coaching & Counseling:

It doesn't matter what business you're in; if you're in a management position, you're in the people business first. Organizations fail because leaders fail. Leaders fail because they fail to coach and counsel their people. Webster defines coaching as to train or instruct. While this is true, it's much more than that. Coaching is the skill of attaining results by developing people to their maximum ability. It's an improvement on the old proverb – Tell me and I will remember Teach me and I'll learn Involve me and I will act.

Coaching and counseling call for the development of new skills that take the spotlight away from simply managing numbers and statistics to building the organization's most critical resource – PEOPLE. With people as the focus, these keys are fundamental to coaching and counseling success. To be a winning coach or counselor, you must be:

- P – Philosophy focused**
- E – Establish standards**
- O – Objective driven**
- P – Paradigm shifting**
- L – Let them know you care**
- E – Encourage and build belief**

Modern day leaders initiate business strategies, quality strategies, and sales/marketing strategies with the expectation that each will play their part in successfully driving the business forward. Although strategies are important, they don't grow the organization. People implementing strategies grow organizations.

##### **P – Philosophy Focused**

Your philosophy of coaching and counseling begins with your core beliefs and values.

1. *Keep winning and losing in perspective*
2. *Teach by example*
3. *Go for respect over popularity*
4. *Value character as well as ability*
5. *Work hard but enjoy what you do*

Don Shula  
*Everyone's a Coach*

## E – Establish Standards

*“Winning isn’t a sometime thing. It’s an all the time thing.”*

– Vince Lombardi

Performance standards are based on the position, not the person. They are met when the job has been performed in an acceptable manner.

- Standards of Dress
- Standards of Time
- Standards of Conduct
- Standards of Performance

*Performance standards are based on the position, not the person. They are met when the job has been performed in an acceptable manner.*

**O – Objective Driven:** Successful organizations are objective driven, and the main objective of the team is to help fulfill the company mission. To be effective, the objective must be communicated to all. The mission is effective only when it becomes a reality in the minds and the actions of everyone working in the organization. The everyday challenge of management is to create an empowered organization where everyone takes ownership of the mission. The challenge of the coach and counselor is to help each person understand what part they play in fulfilling the objective and then get them to do it.

**P – Paradigm Shifting:** The new paradigm for management is to effectively communicate that everyone, no matter what they do, ultimately sells or serves the external customer. Employees either sell or serve the end customer, or they serve the people that do. The people on the front line take care of the end customer, and it’s everyone else’s job to take care of the front line people as well. They all must deliver value to the customer through their words and through their actions.

**L – Let them Know You Care:** People don’t care how much you know until they know how much you care about them. If ever there was a secret to coaching and counseling success, this is it. Employees are people; people who want to be valued for more than their ability to show up for work and just do a job. Some time back, the human relations Hawthorne Study measured the correlation between working conditions, employee value, and performance output. The significance of the study is that it showed that productivity increased regardless of the conditions whenever the employee sensed they were valued members of the organization.



## **E – Encourage and Build Belief**

Effective coaching and counseling has everything to do with your skill and a impart your belief in a player's or employee's capability.

The following poem, "Which Am I?," sums up much about the encouragement aspect of coaching and counseling.

### **Which Am I?**

*I watched them tearing a building down -  
a gang of men in a busy town.*

*With a ho-heave-ho and lusty yell  
they swung a beam and a side wall fell;*

*I asked the foreman, "Are these men skilled,  
the men you'd hire if you had to build?"*

*He gave a laugh and said, "No, indeed!"  
just common labor is all I need;*

*I can easily wreck in a day or two  
what builders have taken a year to do!"*

*And I thought to myself as I went away  
"Which of these roles have I tried to play?"*

*Am I builder who works with care,  
measuring life by the rule and square?*

*Am I shaping my deed to a well made plan,  
patiently doing the best I can?*

*Or am I wrecker, who walks the town,  
content with the labor of tearing down?*

**Which are you?**

Author unknown

**Jess Kenner**

### 10.4.1 One On One Coaching:

Becoming an effective coach doesn't happen overnight. It is a skill and like any skill, it takes knowledge, practice and application. One on One Coaching is a process that involves two phases.

- **Assessment**
- **Action/Implementation**

*"It is only as we develop others that we permanently succeed."*  
Harry Firestone

#### **Assessment**

During the assessment phase of coaching, you observe and assess the subordinates' performance. The performance standard is defined as a condition that exists when the job has been performed in an acceptable manner. The standard is usually the least accepted performance relating to quantity of work, quality of work, effective use of time or cost effectiveness. You want to know if the subordinate is performing the right tasks and if they have developed the skills to effectively do the job.

#### **You Ask Yourself Questions Like**

1. If the subordinate's performance is poor, how much time and effort do you feel it will take to improve the sub-par performance? Is it worth it?
2. Does the subordinate realize the performance is below expectations? Don't assume the subordinate understands what you expect.
3. Does the subordinate understand the details of doing the job? To crystallize what's expected every subordinate should be given a written job description detailing roles, responsibilities, and tasks to be completed.
4. Does the subordinate know how to do the job? Has there been adequate training relating to the product knowledge and communication? Remember, just because the subordinate has passed a knowledge test doesn't mean he is trained. If a person passes a test that means they are educated on a specific topic, product, or issue. Training relates to developing skills and being able to practically apply knowledge in the field. Your job is to provide the support, the ideas, know-how, and the tools to help the subordinates successfully accomplish the job. By the way, do your best to stay off the field of play. The second phase of one-on-one coaching involves action and implementation. Regularly meet with your subordinates to get and give feedback to identify ways to improve performance.

#### **Preparation Rules:**

- This is not a group exercise. (This is a one-on-one session.)
- Create an environment where learning can occur.
- Create a coaching objective. (This applies to both face-to-face and telephone coaching.)
- Implement the process. (Refer below.)

## Action and Implementation

**A** – Agree on the problem or challenge.

**C** – Commit to a mutual goal.

**T** – Teach and train.

**I** – Initiate an action plan.

**O** – Observe and give feedback.

**N** – Negotiate follow up.

### Agree on the Problem/Challenge.

Why – Don't assume the employee knows a problem or challenge exists. They may not be aware of the details unless you point them out to them. How – Ask the employee's opinion and request they evaluate their own progress. Give them responsibility and accountability as a team member.

### Commit to a Mutual Goal.

Why – When the employee develops and commits to a mutual goal, they become the author to the commitment. They have taken ownership of the goal. How – You have previously agreed on the challenge. Now agree what should be realistically expected. Together identify skills and knowledge needed to improve.

### Teach and Train.

Why – Improvement often involves gaining knowledge or developing skills. Both impact performance and will help improve results. How – Provide information and knowledge. Practice and apply the changes, then create a positive consequence.

Initiate action plan.

Why – We have identified the challenge. We have set the goal. We have identified the skills and knowledge needed to get there. Now develop a way to make it work. How – Refer to the Action Plan Worksheet.

### Observe and Give Feedback.

Why – Observe the plan in action. In addition, use feedback to guide and encourage the employee. It is important to reinforce accomplishments. (Catch him or her doing something right.) How – Ask if the plan is on target. If not, it may need to be adjusted. If so, be sure to mutually agree.



**Negotiate Follow Up.**

Why – Re-affirm the commitment and confirm understanding of expectation. How – Review the Action Plan and reconfirm dates and objectives. Effectively implementing the One-on-One Action Process depends on the objective you want to accomplish and the knowledge and skill level of the person you are coaching. A coaching session might take thirty minutes or thirty seconds depending on the individual and the goal.

## **The Counseling Steps**

- **State the concern and why it is a concern**

There can be no place for ambiguity in the opening statement. The individual being counseled must fully understand the importance of this meeting and the consequences of not changing her/his behavior.

- **Find out from the staff member why it is happening**

Allow the staff member to express their concerns, denials and /or reasons. Do not interrupt. Listen and listen some more.

- **Ask what he/she is going to do about it**

This step is vitally important; the staff member must come up with solutions. As leaders we are very quick to suggest how the behavior/attitude must be changed

**DO NOT TAKE THE MONKEY**

- **Ask how you/the company can help**

Once the staff member has made suggestions and shows that they are prepared to change, the company must also show its commitment to help.

- **Agree on the actions**

The agreed actions must be documented. Follow the S.M.A.R.T. Goal Process.

- **Agree on a follow up date**

Follow up is vital and must take place. This closes the loop and ensures success.

# Reasons Coaches and Counselors Fail

## 1. Fail to Effectively Communicate

*"Seek first to understand, then to be understood."*

Stephen Covey

### Keys to Effective Communication:

- Seek to know your customer
- Keep the boss informed
- Keep the team informed
- Keep the lines of communication open
- Listen more than you talk
- Communicate your expectations
- Provide regular and clear feedback
- Use all delivery channels (i.e., face-to-face, fax, e-mail, phone, newsletters, memos, personal notes, small group meeting, video, video conferencing)
- Above all, communicate with **dignity** and **respect**

*"Success isn't forever! Failure isn't fatal."*

Don Shula

### Design the Job

Effective communication begins with the manager painting a clear picture of what's expected from the subordinate. He/she designs the job by providing answers to the following questions:

1. Do you know and understand the company mission?
2. What role do you play in fulfilling the mission?
3. Who are your most important **internal** and **external** customers?
4. What are the responsibilities and tasks in effectively performing the job?
5. What are the standards of performance?

*Developing people involves effectively communicating and challenging an employee to think and grow on their own.*

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### Design the Job

Effective communication begins with the manager painting a clear picture of what's expected from the subordinate. He/she designs the job by providing answers to the following questions:

1. Do you know and understand the company mission?
2. What role do you play in fulfilling the mission?
3. Who are your most important **internal** and **external** customers?
4. What are the responsibilities and tasks in effectively performing the job?
5. What are the standards of performance?

*Developing people involves effectively communicating and challenging an employee to think and grow on their own.*



## 2. Fail to be Personally Accountable

The cornerstone of business growth is personal accountability. Whether the team is winning or losing, someone must be accountable for the bottom line and the end results. If you're in management, that person is you. It is far too easy for those in a position of power to escape taking responsibility from disappointing results. All too often, when things are not going the way we would like them to go, we make excuses and shift blame.

*As we move through the new millennium and a more global, competitive marketplace, challenges and problems must be pushed down the line to achieve results more efficiently.*

## 3. Fail to Develop Self-Leadership Skills

**Self-leadership** is defined as the process of maximizing our time and talents to achieve predetermined GOALS. Whether it's a personal goal or a professional goal, we need some type of process that will take us to our destination.

### Goal Setting Process

The goal setting process is a pragmatic tool that can link personal wants and corporate goals. Often what we want on the job can be attained through high achievement on the job.

### 10.5.1. Fail to Teach and Train:

The bonsai tree, grown in Japan is unique because its height is measured in inches, not feet. Northern California has the famous giant Sequoia trees. One of these Sequoia trees is nicknamed "General Sherman" and it measures 272 feet in height and 72 feet in diameter. It is estimated that if General Sherman were cut down, it would build 35 five-bedroom homes.

Both the bonsai tree and the General Sherman had the same beginning. At one time, as seeds, they both weighed 1/3000th of an ounce. Yet, at maturity, there is a huge difference. The reason for the difference is that when the bonsai tree initially grows through the soil, the Japanese immediately tap its roots and in doing so, intentionally stunt its growth, resulting in a miniature tree.

On the other hand, the General Sherman had the benefit of unrestricted growth in the rich California soil, nourished by the minerals, rain, and sun. The resulting giant is a magnificent specimen.

– excerpt from Zig Ziglar, See You at the Top

### 10.5.2 Failure to Motivate

Through the decades, managers continue to ask the same question; "How do I motivate my people?" Some say you can motivate others. Some say you can't. The truth is, you can't motivate people because ultimately they can only motivate themselves. You can inspire and you stimulate, but you really don't motivate. Motivation is a motive, reason, or cause for action or inaction.

Motivation is defined within the word itself. Break the word in half and it reads motivation

(motive for action). It is the need, the desire, the "want-to" that results in a certain type of behavior. The MOTIVATION part of coaching and counseling is about shaping behavior and begins by understanding cause and effect. The effect is the actual observable behavior and the cause is the reason for the behavior.

Maybe the single most powerful principle of coaching and counseling is to understand that people are motivated for their reasons, not yours. Maybe the single most powerful principle of coaching is to understand that people are motivated for their reasons.

**Psychotherapy: Meaning, Objective, Level Techniques and Models:**

**Meaning of Psychotherapy:** Psychotherapy is a treatment process to help people deal with psychological issues, such as depression, anxiety, and posttraumatic stress disorder. Unfortunately, many people are unaware of how it works or how problematic untreated mental health issues can be. This lesson covers what psychotherapy is and how it.

**Definition:** A process which attempts to help the patient relieve symptoms, resolve problems or seek personal growth through a structured relation (i.e. specified goals and methods) with a trained professional therapist.

**Objective of Psychotherapy :**

- Removing existing symptom
  - Modifying existing symptom
  - Changing disturbed patterns of Behavior
  - Promoting positive personality growth and development
  - Find out causes for emotional problems
  - Environmental manipulation
  - To Improve IPR
- 
- Listening
  - Confrontation
  - Clarification

**Listening:**

- Out of all the psychotherapy techniques, listening is perhaps the most essential. It is absolutely imperative that you understand what the client is saying, and if you don't listen well you won't be able to do that. Now, people think they are great listeners until they actually try to do therapy. Then, they realize that they really haven't been listening at all. Rather, they have been "waiting to speak" as most people do.
  - Listening properly takes a great deal of effort and concentration. You must clear your mind of all thoughts and distractions and focus only on what the person is saying. Oh, and not just what they are saying but how they are saying it. Although it sounds simple, this is actually quite difficult.
- 
- A helpful technique is to paraphrase what the client is saying. This will help you slow down and focus. But don't overdo this- you'll sound like a parrot and the client will wonder why they are paying you good money just to repeat whatever they say.

**Confrontation:**

- Another essential counseling technique is confrontation. And it's another thing that is

simple in concept but difficult to do, particularly for novice therapists. But it is actually a lot less scary than it sounds. When you confront a client you don't do it because you are angry at them, or because you are trying to force them to see your viewpoint. You do it because you are genuinely confused.

- You see, they have either said or have done something that conflicts directly with something they said or did earlier. What you are doing is expressing confusion about their inconsistencies, in the spirit of understanding them better so that you can help them. Framed that way, confrontation is a lot easier for therapists to swallow.

## **10.6 Techniques Of Psychotherapy:**

### **Clarification:**

- Another great technique is clarification. Think about one of the most common reasons clients come to therapy: poor communication skills. And that includes their communication with you. So, you'll have to ask questions in order to make sense out of their stories. But the most beautiful thing about this technique is while you are doing this, the client is also doing some work. See, they have to clarify it for themselves before they can clarify it for you. And...sometimes that is enough to actually address the issue itself! There have been occasions where my client didn't need to return for future sessions, because he or she solved the problem for themselves during the intake session by answering my questions

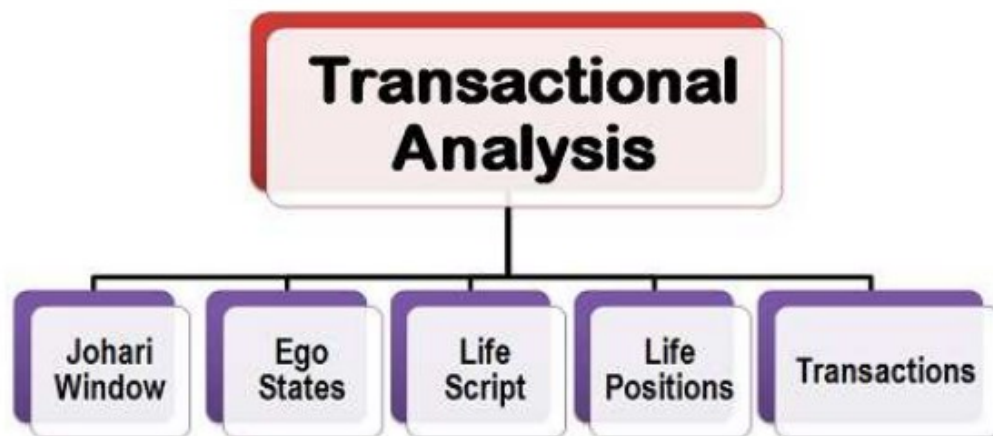
. • Now, you have to be careful with this technique as to not make the client feel that they are being interrogated. I am a naturally curious person, and so this technique works well for me. Expressed in the spirit of wanting to understand the client better, it's hard to go wrong.

### **Modals of Psychotherapy:**

- Behavior Therapy
- Cognitive Therapy
- Dialectical Behavior Therapy
- Interpersonal Therapy
- Psychodynamic Therapy
- Family Therapy
- Group Therapy

## **Transactional Analysis : Meaning, Objective, Stages, Merits And Demerits:**

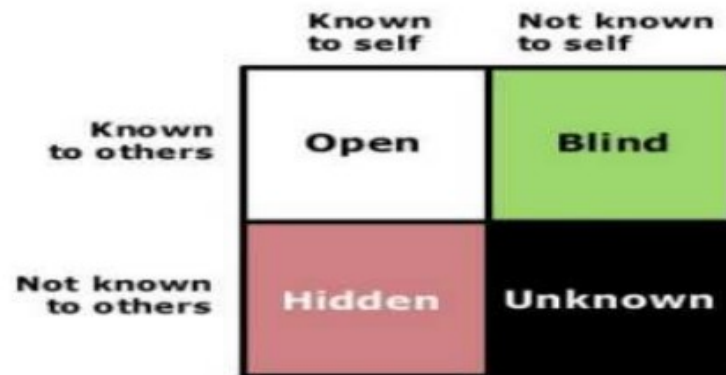
**Meaning of Transactional analysis:** The Transactional Analysis refers to the psychoanalytic process wherein the interpersonal behaviors are studied. In other words, a social psychological model that talks about the personal growth and personal change, i.e., identifying the ego states of each individual to understand their behaviors and altering them to solve the emotional problems. This model was originally developed by Dr Eric Berne, who during his observation found that his patients behaved in a way as if several different people were inside them. This forced him to study the personality and dynamics of self and its relationship with others which helped in determining the kinds of behaviors that an individual shows in different real time situations.



### Objective of Transactional Analysis:

#### 1. Awareness :

##### The Johari Window



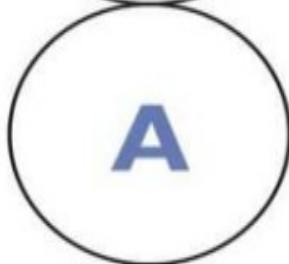
### 3. Structural Analysis (Ego States):

## Structural Ego States



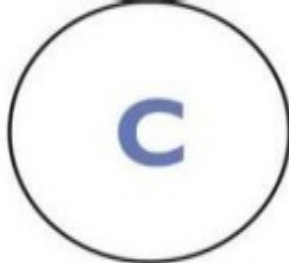
#### Parent ego state

Attitudes, behaviours, thoughts and feelings taken in from parents or parental figures.



#### Adult ego state

Behaviours, thoughts and feelings which are direct responses to the current reality.



#### Child ego state

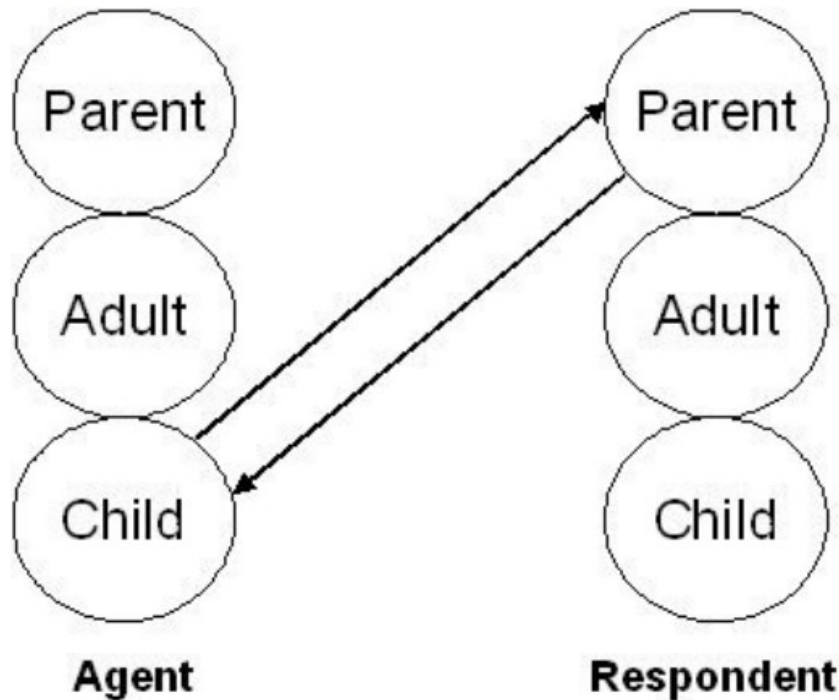
Behaviours, thoughts and feelings replayed from childhood and childhood decisions.



Ref: Eric Berne (1961)



#### 4. Analysis of Transaction:



#### 5. Life Positions:

##### A BRIEF STUDY OF THE FOUR LIFE POSITION

<p>I am not ok, you are ok (Therefore the best I can do is to get away from others or hide myself) <b>DEPRESSIVE POSITION</b></p>	<p>I am ok, you are not ok (Therefore I best get rid of you to be ok) <b>PARANOID POSITION</b> (mentally depressed)</p>
<p>I am not ok, you are not ok (Therefore there is no hope. I can never be ok nor could you give me what I need) <b>FUTILE POSITION</b> (worthless)</p>	<p>I am ok, you are ok (Therefore you and me can get on with being open with each other)</p>

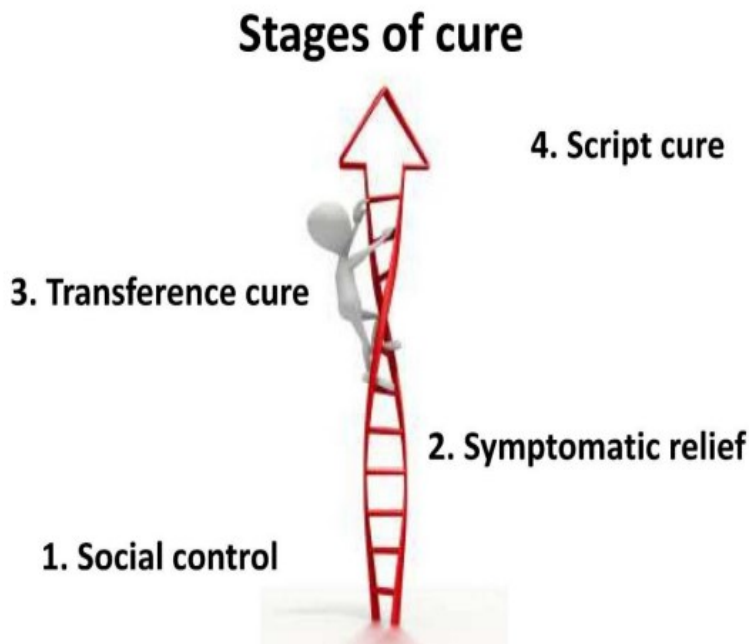
#### 10.7 Script Analysis:

- Script can be seen as a well defined course of action that we decide on as a child.
- The theory states that we experience the world and make decisions about how we need to be in order to survive in it.
- Script analysis is the method of uncovering the 'early decisions, made unconsciously, as to how life shall be lived'.
- The purpose of script analysis is to aid the client (individual or organizational) to

achieve autonomy by recognising the script's influence on values, decisions, behaviors and thereby allowing them to decide against the script.

**Game Analysis:**

- An ongoing series of complementary ulterior transactions progressing to a well defined, predictable outcome can be conceived as a game
- A game involves a recurring set of transactions
- Repeating sequences of transactions that lead to a result subconsciously agreed to by the parties involved in the game
- This transaction may involve a concealed motive or gimmick.

**Stages of Transactional Analysis:****Stage 1 – Social Control:**

- In this first stage of cure, the person takes control over her behaviors, employing an Adult ego – state.
- She amends her social interactions to avoid the ones that had been causing her difficulty or pain and to substitute other behaviors that will produce more congenial results for her.
- At this stage of cure, the person does not set out to make any change in unresolved child feelings or confront outdated parental commands.
- She simply overrides these past influences by here and now behavioral control.
- It is by these change in behavior, together with the client's reports of outcomes, that we can observe the attainment of this first stage of cure.

**Stage 2 – Symptomatic Relief:**

- At this second stage, the person still maintains Adult as the ego state in charge of the process.
- However, now she goes on to address some of the problematic content of Child or Parent ego state directly.
- For example, she may reopen and express some of the unfinished feeling she is still carrying from moments of childhood trauma, always monitoring from the Adult ego

state.

- In consultation with the psychotherapist, she may reappraise outdated beliefs that have accompanied these child feelings and decide to replace these beliefs with others that are more appropriate to her grown up situation.
- These changes in feeling and belief serve to reinforce, and are reinforced by , the changes in behavior she has made at the first stage of cure.

### **Stage 3 – Transference Cure:**

- Here, the client substitutes the psychotherapist for the original parent. She now sees the psychotherapist as fulfilling a role in her script.
- But she experiences him as doing so in a more benign way than the actual parent did.
- The client may experience considerable relief from child fears and anxieties now that she has this more benevolent parent to relate to.
- She may also break free from some of her original destructive parental messages, substituting for them the positive messages she takes on board from the psychotherapist.
- This stage , however, does not represent the final goal of cure, since the client still has to keep the psychotherapist around in her head in order to maintain her change.

### **Stage 4 – Script Cure:**

- Berne described script cure as follows: “ At a certain point, with the help of the therapist and his own Adult, the patient is capable of breaking out his script entirely and putting his own show on the road, with new characters, new roles, and a new plot and payoff. Such a script cure, which changes his character and his destiny, is also clinical cure, since most of his symptoms will be relieved by his re- decision”.
- Berne’s concept of the final stage of cure underwent some important changes during his career.
- In his early writing, for example, in Transactional Analysis in Psychotherapy, he still saw formal psychoanalysis as the ultimate route to personal change.
- Thus he spoke of the final stage of cure as psychoanalytic cure.
- By the time Berne wrote What Do You Say After You Say Hello?, he and his associates had accumulated a decade of experience in the psychotherapeutic application of script analysis. He had reached the view that TA’s own techniques could be used to facilitate even the most complete stage of cure, which he now called script cure.
- He now believed that the person could reach this end goal without the need of psychoanalysis.

### **Merits of Transactional Analysis:**

- It can increase self-awareness.
- It promotes personal reflection. It helps people find more effective ways to communicate.
- It can help eliminate unhelpful thoughts, feelings, and actions.
- It can help people take responsibility for their thoughts and actions.

**Demerits of Transactional Analysis:**

- **Potential for communication difficulties**
- **Expediting and monitoring of incoming quality**
- **Inflexible when flexibility may be required**
- **Tend to result in more delivery problems**
- **Quality will be only as good as required**
- **Suppliers provide the minimum service required**
- **Less effective performance by suppliers**
- **Customers are subject to more supply disruptions**
- **Supplier is not motivated to invest time and energy development of buyer's products**

**10.8 Self Assessment Questions:**

1. Write the differences between coaching and counseling?
2. Explain the process of counseling and role counselor with an example?
3. Write the fundamentals of coaching and counseling?
4. Write the reasons to coaches and counselor fail with an example?

**11.9 Suggested Readings:**

1. Business Communication second edition by Meenakshi Raman, Pakash Singh "OXFORD UNIVERSITY PRESS"
2. Coach the Person, Not the Problem A Guide to Using Reflective Inquiry by Dr Marcia Reynolds
3. Coaching for Performance (fifth edition) The Principles and Practice of Coaching and Leadership by Sir John Whitmore.
4. The Life Coaching Handbook
5. Everything You Need
6. To Be An Effective Life Coach by Curly Martin

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