

HRM - UNIT III – DEVELOPING AND MOTIVATING

HUMAN RESOURCE

Training

Almost every organization requires well trained and experienced employees to perform the activities in order to accomplish the organizational goals. If the incumbents are able to fulfill this need, training is not essential. Otherwise, training is necessary to enhance the skills, versatility and adaptability of employees. Inadequate job performance or a decline in productivity or changes resulting from the job redesigning or a technological breakthrough needs some kind of training and development attempts. With the complexity of the job, the significance of development of employee also increases. In a society characterized by rapid change society, employee training and development are not merely a desirable activity but also an activity that an organization must commit resources to if it is to maintain a viable and knowledgeable work force. In other words, training and development means the imparting to employees specific skills, abilities and knowledge. Training and development is defined as "any effort to improve present or potential employee performance by increasing an employee's ability to perform through learning, usually by transforming the employee's attitude or increasing his or her skills and knowledge."

After an employee is selected, placed and introduced he or she must be provided with training facilities. Training is the act of increasing the knowledge and skills of an employee for doing a particular job. Training is a short term educational process and utilizing systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose. Dale S. Beach define the training as "the organized procedure by which people learn knowledge and / or skill for a definite purpose."

Distinction between Training and Development

Training is referred to as teaching specific skills and behavior usually reserved for people in order to bring up performing level in specific skills almost always behavioral as distinct from conceptual or intellectual. Development, in contrast, is thought to be more general than training and more oriented to individual needs in addition to organizational needs and most often aimed at management people. There is more theory involved with such education and hence less concern with specific behavior than training. Usually, the aim of development is to give knowledge and understanding to enable people to acquire skills in non-technical functions, such as problem solving and decision making. Thus, training is meant for operatives and development is meant for managers. Training tries to improve a job related skill whereas development improves the entire personality of an individual. Training is a one-shot deal; whereas development is an ongoing, continuous process. The scope of training is individual employees, whereas the scope of development is on the entire work group or the organization. Training is mostly the result of initiatives management take. Development is mostly the result of initiatives management takes. Development is mostly the result of internal motivation. Training caters the current requirements of the job and the individual; whereas development meets the needs of the job and the person. Thus, training

is a reactive process whereas development is a proactive process. Development is future oriented training, focusing on the personal growth of the employee.

Area	Training	Development
Content	Technical Skills and Knowledge	Managerial and behavioral skills and knowledge
Purpose	Specific job related	Conceptual and general knowledge
Duration	Short term	Long term
For whom	Mostly technical and non-technical managerial personnel	Mostly for managerial personnel

Objectives of Training and Development

The following are the major objectives of training and development as follows:

- To train the employee in the company culture pattern, increase quantity and quality of output involving improvement in work methods.
- To prepare the employee for higher positions in the organization.
- To teach the bright but uncontrollable employee in the determination of his goals.
- To train the employee toward better job adjustment and high morale.
- To bring down supervision, wastage and accidents.
- Development of work habits and methods of work contribute toward a reduction in the accident rate, less supervision and low wastage of material.

Beneficiaries of Training

The beneficiaries of training are:

1. Organization:

- Gets more effective in decision-making and problem-solving
- Improve the morale of the workforce.
- Helps people identify the organizational goal.
- Aids in developing leadership skills, motivation, loyalty and better attitude.
- Aids in improving productivity and quality of work.
- Aids in understanding and carrying out organizational policies.
- Aids in organizational development.
- Creates an appropriate climate for growth and communication.
- Helps employees adjust to change.

2. Employees:

- Increases job satisfaction and recognition.
- Moves a person towards personal goals while improving interactive skills.
- Helps in eliminating fear of attempting new tasks.

- Provides the trainee an avenue for growth.
- Through training and development, motivational variables of recognition, achievement, growth, responsibility and advancement are internalised and operationalised.
- Provides information for improving leadership, communication skills and attitudes.
- Helps to handle stress, tension, frustration and conflict.

3. Personnel and Human Relations:

- Improve inter-personnel skills.
- Improves morale.
- Builds cohesiveness in groups.
- Makes the organization a better place to work and live.
- Provides information on other governmental laws and administrative policies.

Need for Training

Every organization big or small, productive or non-productive, economic or social, old or newly established should provide training to all employees irrespective of their qualification, skill, and suitability for the job etc. thus, no organization can choose whether or not to train the employees.

Training is not something that is done once to new employees; it is used continuously in every well run establishment. Further, technological changes, automation, require upgrading the skills and knowledge. As such an organization has to retrain the old employees.

The need for the training arises due to the following reasons:

1. To match the employee specifications with the job requirements and organizational needs: An employee's specification may not suit the job specification all the time irrespective of his past experience, qualifications, skills and knowledge etc. thus, the management finds deviations between employee's present specifications and the job requirements and organizational needs. Training is needed to fill these gaps by developing and moulding the employee's skill, knowledge, attitude, behavior etc. to the tune of the job requirements and organizational needs.
2. Organizational viability and the transformation process: The primary goal of most of the organizations is their viability is continuously influenced by environmental pressure. If the organization does not adapt itself to the changing factors in the environment, it will lose its market share. If the organization desires to adapt these changes, first it has to train the employees to impart specific skills and knowledge in order to enable them to contribute to the organizational efficiency and to cope with the changing environment.
3. Technological Advances: Every organization in order to survive and to be effective should adopt the latest technology. Adoption of latest technological means and methods, will not be complete until they are manned by employees possessing skill to

operate them. So, organization should train the employees to enrich them in the areas of changing technical skills and knowledge from time to time.

4. Organizational Complexity: with the emergence of increased mechanism and automation, manufacturing of multiple products and by-products or dealing in services of diversified lines, extension of operations to various regions of the country or in overseas countries, organization of most of the companies has become complex. This leads to growth in number and kind of employees and layers in organization hierarchy. This creates the complex problems of co-ordination and integration of activities adaptable for expanding and diversifying situation.
5. Human Relations: Managements of most of the organizations has to maintain human relations besides maintain sound industrial relations. So training is needed in human relations to deal with human problems(including inter-personal and inter- group conflicts).
6. Change in job assignment: Training is also necessary when the existing employee is promoted to the higher level in the organization and when there is some new job or occupation due to transfer. Training is also necessary to equip the employees with the advanced disciplines, techniques or technology.

The need for training also arises to:

- Increase productivity
- Improve quality of the product / service
- Help a company to fulfill its future personnel needs.
- Improve organizational climate.
- Improve health and safety.
- Prevent obsolescence.
- Effect the personal growth.
- Minimize the resistance to change.

Training Objectives

Generally line managers ask the personnel manager to formulate the training policies. The Personnel Manager formulates the following training objectives in keeping with the Company's goals and objectives:

- (a) To prepare the employee both new and old to meet the present as well as the changing requirements of the job and the organisation.
- (b) To prevent obsolescence.
- (c) To impart the new entrants the basic knowledge and skill they need for an intelligent performance of definite job.
- (d) To prepare employees for higher level tasks.
- (e) 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.
- (f) To build up a second line of competent officers and prepare them to occupy more responsible positions.
- (g) To broaden the minds of senior managers by providing them with opportunities for an interchange of experiences within and outside with a view to correcting the narrowness of outlook that may arise from over-specialisation.
- (h) To develop the potentialities of people for the next level job.
- (i) To ensure smooth and efficient working of a department.
- (j) To ensure economical output of required quality.
- (k) To promote individual and collective morale, a sense of responsibility, co-operative attitudes and good relationships.

Assessment of Training Needs

Training needs are identified on the basis of organisational analysis, job analysis and man analysis. Training programme, training methods and course content are to be planned on the basis of training needs. Training needs are those aspects necessary to perform the job in an organisation in which employee is lacking attitude/aptitude, knowledge, skill.

Training needs = Job and organisational requirement – Employee specifications

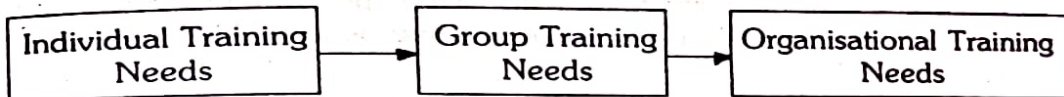
Training needs can be identified through identifying the organisational needs based on:

- (i) *Organisational Analysis*: This includes analysis of objectives, resource utilisation, environment scanning and organisational climate: Organisational strengths and weaknesses in different areas like accidents, excessive scrap, frequent breakage of machinery, excessive labour turn-over, market share, and other marketing areas, quality and quantity of the output, production schedule, raw materials and other production areas, personnel, finance, etc.
- (ii) *Departmental Analysis*: Departmental strength and weakness including special problems of the department or a common problem of a group of

- employees like acquiring skills and knowledge in operating computer by accounting personnel.
- (iii) *Job/Role Analysis*: This includes study of jobs/roles, design of jobs due to changes, job enlargement, and job enrichment etc.
 - (iv) *Manpower Analysis*: Individual strengths and weaknesses in the areas of job knowledge, skills etc. (See Exhibit 8.2)

EXHIBIT 8.2
Methods Used in Training Needs Assessment

<i>Group or Organisational Analysis</i>	<i>Individual Analysis</i>
Organisational goals and objectives	Performance appraisal
Personnel/skills inventories	Work sampling
Organisational climate indices	Interviews
Efficiency indices	Questionnaires
Exist interviews	Attitude survey
MBO or work planning systems	Training progress
Quality circles	Rating scales
Customer survey/satisfaction data	Observation of behaviour
Consideration of current and projected changes	



Assessment Methods

The following methods are used to assess the training needs:

- (i) Organisational requirements/weakness.
- (ii) Departmental requirements/weaknesses.
- (iii) Job specifications and employee specifications.
- (iv) Identifying specific problems.
- (v) Anticipating future problems.
- (vi) Management's requests.
- (vii) Observation.
- (viii) Interviews.
- (ix) Group conferences.
- (x) Questionnaire surveys.

Training Methods/Techniques

The various training methods/techniques have been divided into two categories:

- On the job training and
- Off the job training

ON THE JOB TRAINING:

By far, the most common method used for training non-managerial employees is on the job training (OJT). A study indicates that organizations spend three to six times more on OJT than on classroom training. 'On the job training places the workers in a real work setting and makes them seem to be instantly productive.' On the job training methods embrace development through performance on the job, where organizational strength and limitations, human behavior and technological systems contributes the most. OJT has the advantage of providing hands-on experience under normal working conditions and an opportunity for the trainers to build good relationships with new employees.

The common drawbacks include:

- The lack of a well-structured training environment
- Poor training skills of managers, and
- The absence of well-defined job performance criteria.
- Training experts suggest the following measures to overcome these problems:
- Determine realistic goals for each OJT area.
- Specific training schedule for each trainee is planned, including set periods for evaluation and feedback.
- Help managers to establish a non-threatening atmosphere conducive to learning.
- Conduct periodic evaluation, after training is completed, to prevent regression.

Broadly on the job methods include:

- Programmed Instruction
- Computer-Assisted Instruction
- Apprenticeship Training
- Simulation

Programmed Instruction: Programmed instruction is a method where training is given without the intervention of a trainer. Information is given to the trainee either in a book form or through a teaching machine. After reading each block of material, the trainee must answer it. Feedback is given in the form of correct answers after each response. The programmed instruction consists of presenting questions, facts, or problems to the learner, allowing the learner to respond, giving feedback on the accuracy of his responses. If the responses are correct, the learner goes to the next block. If not, he repeats the same. The programmed instruction is self-paced as the learner can progress through the programs at their own

speed. The learner receives strong motivation to repeat learning. Material is also structured and self-contained offering enough scope for practice. However, in this method the scope for learning is less as compared to other methods of training. Costs of preparing books, manuals and machinery are also considerably high.

Computer –Assisted Instruction: This method is an extension of the programmed instruction method. The computer aided instruction offers these advantages:

- The training program can be changed with ease to show technological innovations in the equipment relating to which the employee is learning
- This method is more flexible in that trainees can usually use the computer almost any time they want, and get training whenever they prefer.
- The feedback from this method is as rich and colorful as modern electronic games, complete with audio instructions and visual displays.

But this method suffers from the disadvantage of high cost. But repeated use may justify the cost.

Apprenticeship Training: Apprenticeship training is an extension of on the job training. With this method, individuals entering industry, particularly in the skilled occupation are given detailed instruction and experience, in both practical and theoretical aspects of the work. The programs involve cooperation among organizations, labor unions, industry and the government. Although employee wages are typically less at the time the trainees are completing their apprenticeships. This method provides compensation while individuals learn their trade.

Simulation: Sometimes it is either impractical or unwise to train employees on the actual equipment used on the job. A simulation is a technique that duplicates as nearly as possible the actual conditions encountered on the job. An obvious example is training employees for operating highly technical and expensive equipment. The simulation stresses realism in equipment and its operation at minimum cost and maximum safety. The more widely held simulation exercises are case study, role playing and vestibule training.

Case Studies: The case method helps students learn for themselves by independent thinking and by discovering the ever tangled of human affairs, principles and ideas. The object is to help them develop skills in using their knowledge. The case method is based upon the belief that managerial competence can best be acquired through the study, deliberation, and discussion of concrete cases. The case is an actual situation written for discussion purposes. Analysis would need problem identification, situation analysis and the investigation of its causes. A problem could have several solutions, and each of these alternatives and their implications needs to be examined. Case study can provide simulating discussions among participants.

Role-playing: The role play method requires learners to play roles in a specific situation providing an insight and understanding of the requirements of the assigned role. Role play focuses on emotional issues rather than actual ones. The essence of role playing is to create a realistic situation and then have the trainees assume the part of specific personalities in the situation. The consequence is a better

understanding among individuals. Role playing helps promote interpersonal relations and attitudinal change.

Vestibule Training: Vestibule training uses equipment that closely resembles the actual ones used on the job taking place away from the work environment. A special area is set aside from the main production area equipped with tools and equipments as in the production area. Then the trainee learns under simulated conditions, without disturbing actual production. The vestibule training relieves the employee from the pressure of having to produce while learning. The focus is on learning skills the job requires. This method provides an opportunity to create an environment identical to real situations. However, the cost of creating duplicate facilities and a special trainer is a major disadvantage. Also it is difficult to simulate the pressures and realities of actual decision-making on the job. It is also found that individuals often act differently in real-life situations than they do in a simulated exercise.

OFF THE JOB TRAINING

Lectures: The lecture approach is well adapted to conveying specific information- rules, procedures, or methods. The use of audiovisuals or demonstration can often make a formal classroom presentation more interesting while increasing retention and offering a means for clarifying more complex issues. The lecture method suffers from possible lack of feedback and lack of active involvement of the trainees. However, these shortcomings can be removed by reducing the structured lecture format and following trainees to provide feedback to the lecturer or creating discussion groups under the direction of a conference leader.

Conferences: In the conference method the participating persons discuss points of common interest to each other. A conference is central to most participative group centered methods of development conducted in accordance with an organized plan, and the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation of the trainees. It emphasizes on small group discussions, on organized subject matter, and on the active participation of the members. The ideas conferees contribute build up for facilitating learning. This method is ideally suited for the purpose of analyzing problems and issues and examining them from different viewpoints. It is an excellent method for the development of conceptual knowledge and for reduction of unfounded positiveness and changing attitudes as the participants develop solutions and reach conclusions, willingly accepted.

Group Discussions: Group discussion is an established method for training. It is conducted in several ways: One or more trainees prepare a paper on a subject selected in consultation with the person in charge of the discussion provide the basis for group discussion. It may be a part of a study or related to theoretical studies or practical problems. The trainees read their papers followed by a critical discussion. The contents of the papers are summarized by the chairman of the seminar and the discussions which follow their reading. It may be based on the statement by the person in control of the seminar or on a document an expert prepared, invited to participate in the discussion. The person in control of the group discussion distributes the study material beforehand. The seminar make comparison of the

reactions of trainees, encourages discussion, identifies the general trends and leads the participants to certain conclusions.

Evaluation of Training Programme

The specification of values forms a basis for evaluation. The basis of evaluation and the mode of collection of information necessary for evaluation should be determined at the planning stage. The process of training evaluation has been defined as “ any attempt to obtain information on the effects of training performance, and to assess the value of training in the light of that information.” Evaluation leads to controlling and correcting the training programme.

Hamblin suggested five levels at which evaluation of training can take place viz, reactions, learning, job behavior, organization and ultimate value.

1. Reactions: Training programme is evaluated on the basis of trainee’s reactions to the usefulness of coverage of the matter, depth of the course content, method of presentation, teaching methods etc.
2. Learning: Training programme, trainer’s ability and trainee ability are evaluated on the basis of quantity of content learned and time in which it is learned and learner’s ability to use or apply, the content he learned.
3. Job behavior: This evaluation includes the manner and extent to which the trainee has applied his learning to his job.
4. Organization: This evaluation measures the use of training, learning and change in the job behavior of the department / organization in the form of increased productivity, quality, morale, sales turnover and the like.
5. Ultimate Values: It is the measurement of ultimate result of the contributions of the training programme to the company goals like survival, growth, profitability etc., and to the individual goals like development of personality and social goals like maximizing social benefit.