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Utilization of Training and Development to Increase Ability and Skill of Employees in Organisations

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Abstract:
In today's day-to-day business context, the need for quality improvement has been given too much importance to accelerate industrial growth, competition between organizations and demand of quality from administrators and also learners. The objective of this study is to introduce new and relevant tactics and methods utilized for training and development in an organization. This study emphasizes on development activities of organizations after involvement of training program by an employee. It emphasizes to identifying training needs within employees and evaluating to increase their ability and skill for organizational effectiveness. The study of training and development practices can contribute to competitive advantage in so far as they elicit and reinforce to enhancing productive quality of organizational members and also learners. In a training programme an outside consultant is responsible to conduct all certain training arrangements. Apart from this to increase the effectiveness of training programme the trainees are evaluated. To evaluate training is one of the key components on how a business will succeed. If a training programme is proven to be effective, it will definitely yields to positive results, perhaps more than what is desired by the company. This study focusing on training need identification, utilization, importance and evaluation of training programmes.

Keywords: Training need identification, training programme and training evaluation

1. Introduction

Training and Development is one of the most important functions for organizational growth and development and includes long term broad-based activities which also ensure organizational effectiveness. Training and development section is a very important part of Human Resource Department. The HRD mainly emphasizes on continued growth and development of a business, coupled with increased complexities such as the size of problems, technology and competition and future pressure. Unsettled political, economic and social conditions do not diminish pressures on a manager. Training and development includes large areas of the personal function and starts from the very process of human resource planning and ends with detailed drawing up of individual development plans and their follow-up. There are special training programmes which include training to salesman, training for office employees, technical training, safety, training in accounting and auditing procedures, training in labour relations, public relations and training for many other specialized activities. Training for office employees has become imperative in view of the growing expansion of administrative jobs. Engineering and technical personal may also involve specialized training in work study. Economic education programme provides knowledge of the free enterprises systems etc. safety training programmes have been found effective in minimizing accident costs. Special training in reading and speaking involving "creative thinking" and "brainstorming" techniques have also assumed significance for managers.

In a training programme, an outside consultant playing a very dominant role. A discussion of the role of outside consultant is not new to the Indian world of work. Ideally an organization must have adequate monitoring mechanisms and self-renewal systems to that it reaches an ideal cybernetic model of its own without any external intervention. Reasons for using outside consultant, besides the fact of external expertise and experience are many.

Very simply the internal staff may not have the time to devote themselves wholly to new problems; the internal staff may not be too involved with what is already ongoing. The internal staff may already have developed emotional preferences. The outside consultant provides a divergent point of view which is worth talking of and looking at. He may stimulate a fresh thinking without necessarily attributing it to himself.

Apart from this, training for work-related computing comes in a variety of forms, scheduled class room instruction to spur-of-the-moment sessions with co-worker to self-based trail and error efforts. Both organizations and individual workers make choices regarding the selection of training methods. Generally training can be divided into on-the-job-training and of-the-job-training. There is

a place for both type of training and each can be effective at meeting certain training requirements. Training in order to be effective should be need based and the concerned individual should be clear about the objectives of such efforts.

2. Background of the Study

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his/her ability to perform on the job. It involves changing of

- (a) Knowledge
- (b) Skills and
- (c) Attitude

Development on the other hand is more future oriented and more concerned with education than is training. Management Development activities attempt to instill sound reasoning processes to enhance one's ability to understand and interpret knowledge. It focuses on the personal growth on:-

- (a) Analytical Skills
- (b) Conceptual Skills
- (c) Human Skills

3. Training & Development

- (a) Shapes attitude and overall growth of an individual.
- (b) It has a Long term perspective
- (c) It is Career Centered Internally motivated for self development

In simple terms, training and development refers to the imparting of specific skills, ability and knowledge to an employee. A formal definition of training and development is… it is any attempt to improve current and future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. The need for training and development is determined by the employee's performance deficiency, computed as follows.

3.1. Training and Development Need = Standard performance - Actual performance

A regular training of personnel is very important for companies and businesses, irrespectively of their size. A well organized the training session will raise competence of your employees. They will learn new things, techniques and methods and put this in practice.

3.2. Traditional and Modern Approach of Training and Development

- Traditional Approach:- Most of the organization before never used to believe in training. They were holding the view that managers are born not made. There were also some views that training is a very costly affair and not worth. Organisations used to believe more in executive pinching. But now the scenario seems to be changing.
- Modern Approach:- The modern approach of training and development is that Indian organizations have realized the importance of corporate training. Training is now considered as more of retention tool than a cost. The training system in Indian industry has been changed to create a smarter workforce and yield the best results.

4. Training and Development Objectives

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.

- Individual Objectives – help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.
- Organizational Objectives – assist the organization with its primary objective bringing individual effectiveness.
- Functional Objectives – maintain the department's contribution at a level suitable to the organization's needs.
- Societal Objectives – ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

4.1. Training is an Activity Leading to Skilled Behaviour

- a. It's not what you want in life, but it's knowing how to reach it
- b. It's not where you want to go, but it's knowing how to get there
- c. It's not how high you want to rise, but it's knowing how to take off
- d. It may not be quite the outcome you were aiming for, but it will be an outcome
- e. It's not what you dream of doing, but it's having the knowledge to do it
- f. It's not a set of goals, but it's more like a vision
- g. It's not the goal you set, but it's what you need to achieve it

Training is about knowing where you stand (no matter how good or bad the current situation looks) at present, and where you will be after some point of time. Training is about the acquisition of knowledge, skills, and abilities (KSA) through professional development.
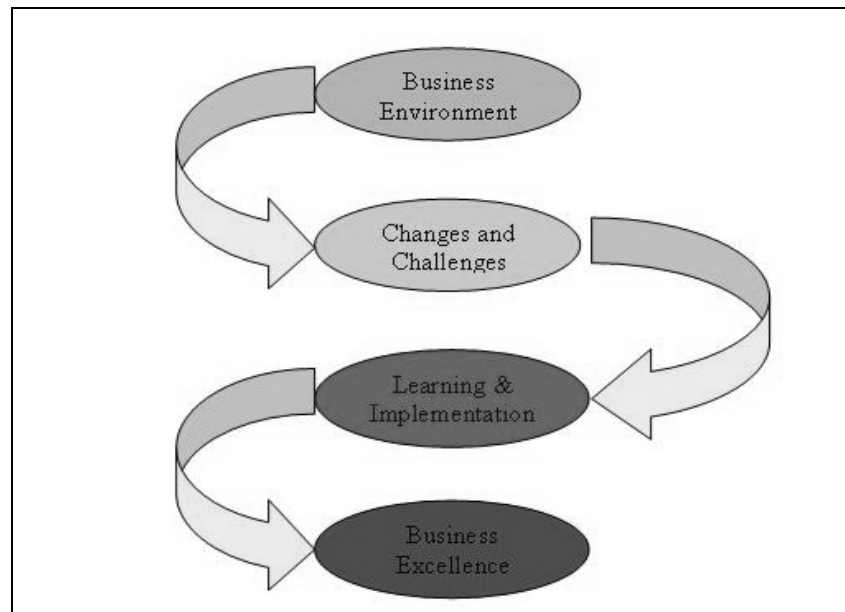
Figure 1: Role of Training

5. Importance of Training and Development

a. Optimal Utilization of Human Resources – Training and Development helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as their individual goals.

b. Development of Human Resources – Training and Development helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also helps the employees in attaining personal growth.

c. Development of skills of employees – Training and Development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.

d. Productivity – Training and Development helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goal.

e. Team spirit – Training and Development helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.

f. Organization Culture – Training and Development helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization.

g. Organization Climate – Training and Development helps building the positive perception and feeling about the organization. The employees get these feelings from leaders, subordinates, and peers.

h. Quality – Training and Development helps in improving upon the quality of work and work-life.

i. Healthy work environment – Training and Development helps in creating the

j. Healthy working environment. It helps to build good employee, relationship so that individual goals aligns with organizational goal.

k. Health and Safety – Training and Development helps in improving the health and safety of the organization thus preventing obsolescence.

l. Morale – Training and Development helps in improving the morale of the work force.

m. Image – Training and Development helps in creating a better corporate image.

n. Profitability – Training and Development leads to improved profitability and more positive attitudes towards profit orientation.

o. Training and Development aids in organizational development i.e. Organization gets more effective decision making and problem solving. It helps in understanding and carrying out organizational policies

p. Training and Development helps in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display.

6. Importance of Training Objectives

Training objectives are one of the most important parts of training program. While some people think of training objective as a waste of valuable time. The counterargument here is that resources are always limited and the training objectives actually lead the design of training. It provides the clear guidelines and develops the training program in less time because objectives focus specifically on needs. It helps in adhering to a plan. Training objective tell the trainee that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives,

   1. Trainer
   2. Trainee
   3. Designer
   4. Evaluator

1. Trainer – The training objective is also beneficial to trainer because it helps the trainer to measure the progress of trainees and make the required adjustments. Also, trainer comes in a position to establish a relationship between objectives and particular segments of training.
2. Trainee – The training objective is beneficial to the trainee because it helps in reducing the anxiety of the trainee up to some extent. Not knowing anything or going to a place which is unknown creates anxiety that can negatively affect learning. Therefore, it is important to keep the participants aware of the happenings, rather than keeping it surprise.
   Secondly, it helps in increase in concentration, which is the crucial factor to make the training successful. The objectives create an image of the training program in trainee's mind that actually helps in gaining attention.
   Thirdly, if the goal is set to be challenging and motivating, then the likelihood of achieving those goals is much higher than the situation in which no goal is set. Therefore, training objectives helps in increasing the probability that the participants will be successful in training.
3. Designer – The training objective is beneficial to the training designer because if the designer is aware what is to be achieved in the end then he'll buy the training package according to that only. The training designer would then look for the training methods, training equipments, and training content accordingly to achieve those objectives. Furthermore, planning always helps in dealing effectively in an unexpected situation. Consider an example; the objective of one training program is to deal effectively with customers to increase the sales. Since the objective is known, the designer will design a training program that will include ways to improve the interpersonal skills, such as verbal and non verbal language, dealing in unexpected situation i.e. when there is a defect in a product or when a customer is angry. Therefore, without any guidance, the training may not be designed appropriately.
4. Evaluator – It becomes easy for the training evaluator to measure the progress of the trainees because the objectives define the expected performance of trainees. Training objective is an important to tool to judge the performance of participants.
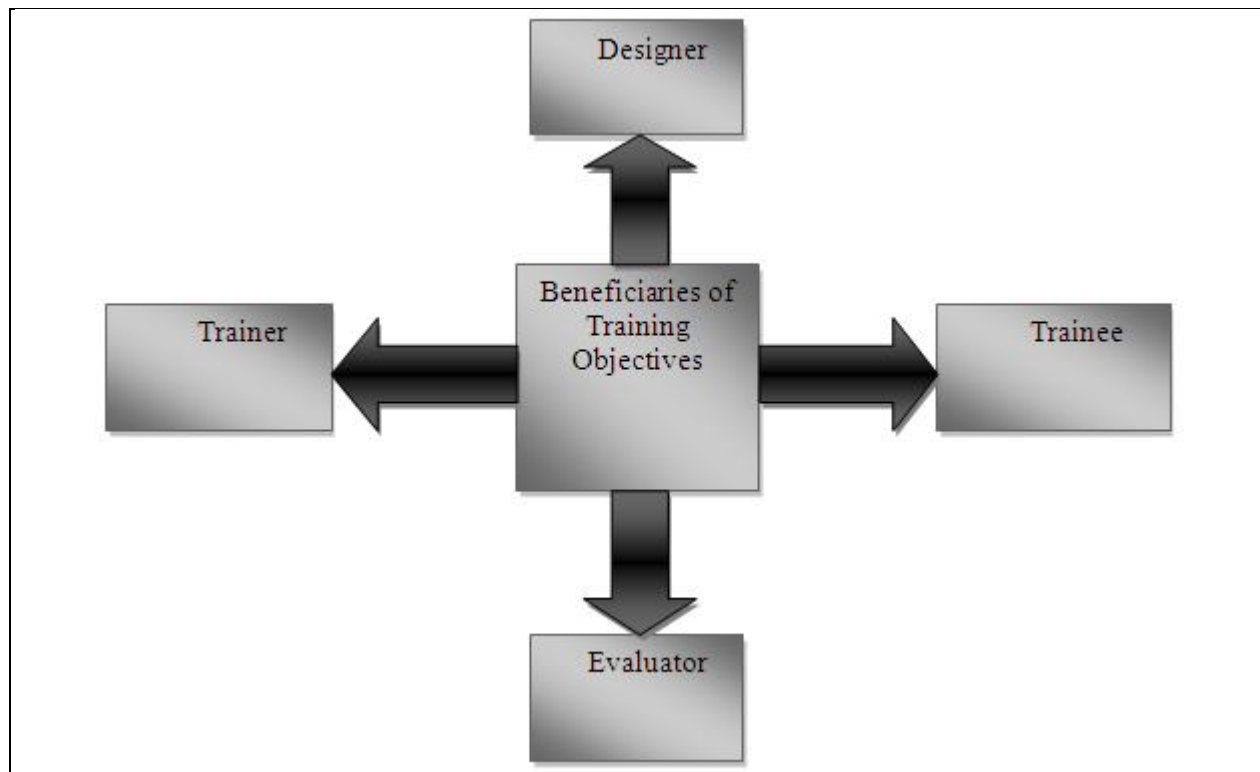

Figure 2

7. Models of Training
Training is a sub-system of the organization because the departments such as, marketing & sales, HR, production, finance, etc depends on training for its survival. Training is a transforming process that requires some input and in turn it produces output in the form of knowledge, skills, and attitudes (KSAs).

8. The Training System

A System is a combination of things or parts that must work together to perform a particular function. An organization is a system and training is a sub system of the organization.

The System Approach views training as a sub system of an organization. System Approach can be used to examine broad issues like objectives, functions, and aim. It establishes a logical relationship between the sequential stages in the process of training need analysis (TNA), formulating, delivering, and evaluating. There are 4 necessary inputs i.e. technology, man, material, time required in every system to produce products or services. And every system must have some output from these inputs in order to survive. The output can be tangible or intangible depending upon the organization's requirement. A system approach to training is planned creation of training program. This approach uses step-by-step procedures to solve the problems.

Under systematic approach, training is undertaken on planned basis. Out of this planned effort, one such basic model of five steps is system model that is explained below. Organization are working in open environment i.e. there are some internal and external forces, that poses threats and opportunities, therefore, trainers need to be aware of these forces which may impact on the content, form, and conduct of the training efforts. The internal forces are the various demands of the organization for a better learning environment; need to be up to date with the latest technologies.

8.1. The Three Model of Training Are

1. System Model
2. Instructional System Development Model
3. Transitional model

8.1.1. Training Need Analysis (TNA)

An analysis of training need is an essential requirement to the design of effective training. The purpose of training need analysis is to determine whether there is a gap between what is required for effective performance and present level of performance**.**

8.1.2. Why Training Need Analysis?

Training need analysis is conducted to determine whether resources required are available or not. It helps to plan the budget of the company, areas where training is required, and also highlights the occasions where training might not be appropriate but requires alternate action.

8.2. Training Needs Identification

(a) Individual Needs:- The training needs identification for the non-executive and executive employees of an organization should be done through competence mapping exercise conducted by nodal officers of the concerned branch. Through competence mapping, HRD nodal officer submits these gaps to the training deptt. on receipt of the same , prepare the draft training plan. The draft plan is submitted to the trainer for his perusal and advice. Based on the advice of the trainer the annual training plan is prepared and submitted to CEO of the organization.

(b) Organizational Needs:- These needs includes TQM, Quality System, Environmental System, Occupational health, safety and statutory requirements which are identified by the respective coordinating deptt, such as TQM Deptt., SHE deptt. and intimated to training deptt. for consideration to include other programmes as suggested by GMs/ED and corporate HRD looking at the organizational requirements.

(c) Customer Training/ Non-Plan Training/External Training:- These types of training are intimated by the concerned departments as per the need to enhance the skill of the nominated employees. Customer training is conducted as per equipment suppliers schedule. Proposal is submitted to training institute through concerned GMs for further course of action towards approval of competent authority and issue of officer order.

(d) Annual Training Plan:- The annual training plan is prepared based on the individual training gaps identified through competence mapping and the organizational needs, and the same is implemented. The plan is reviewed in every six month and revised if required. In case the training plan so made is not fulfilled in concerned aspects, the reasons for the same is recorded and communicated to the unit heads and CEO at the end of financial year for the information and necessary guidance. Copy of the approved annual training plan is circulated to all the departments for their reference. Annual training plan versus compliance report is prepared quarterly.

(e) Execution of the Plan:- (a)The executives of training department are responsible for execution of training plan in their respective sections. On first of every month , they prepare a monthly schedule of training and submit the same to the head of the deptt. for information and advice if any and take all necessary action for carrying out the scheduled training programmes.

(b) For programmes based on organizational needs where advance list does not exist, nominations are finalized in consultation with the concerned HOD/DGM before the programme and consent of the respective GM is obtained before issue of office order.

The preparation of the training needs have been further explained by different trainers at various levels in terms of organizational analysis, to determine where within the organization and training emphasis can and should be placed, operations analysis, to determine what should be the content of training in terms of what an employee must do to perform a

task, job or assignment in an effective way, and person analysis, to determine what skills, knowledge or attitude individual employees must develop, if they are to perform tasks that constitute their job in the organization.
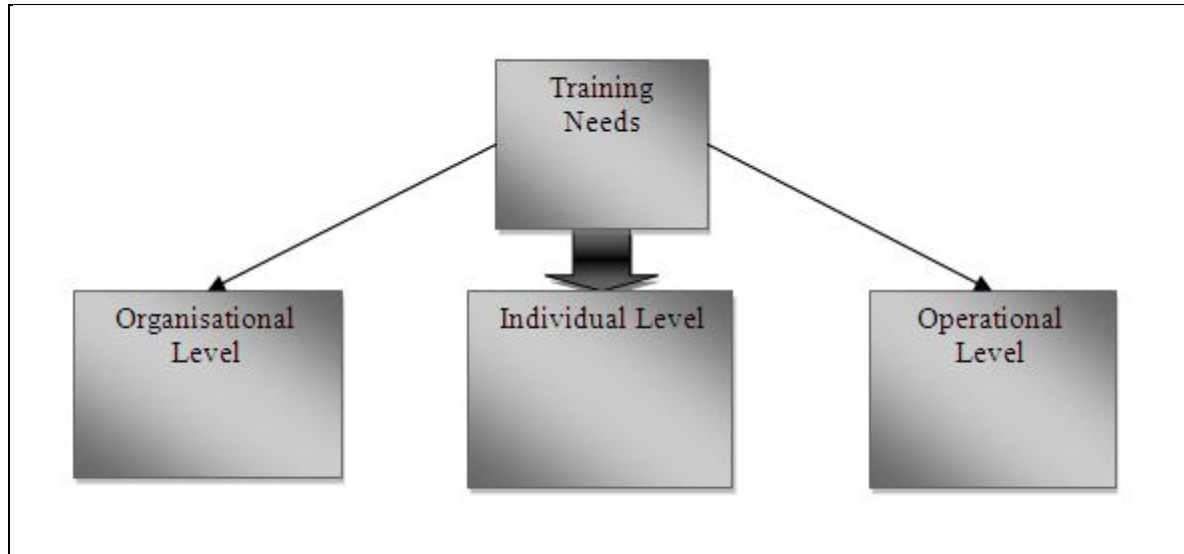

Figure 3: Training needs arises at three levels

Corporate needs and training needs are interdependent because the organization performance ultimately depends on the performance of its individual employee and its sub group.

Organizational Level – Training need analysis at organizational level focuses on strategic planning, business need, and goals. It starts with the assessment of internal environment of the organization such as, procedures, structures, policies, strengths, and weaknesses and external environment such as opportunities and threats. After doing the SWOT analysis, weaknesses can be dealt with the training interventions, while strengths can further be strengthened with continued training. Threats can be reduced by identifying the areas where training is required. And, opportunities can be exploited by balancing it against costs. For this approach to be successful, the HR department of the company requires to be involved in strategic planning. In this planning, HR develops strategies to be sure that the employees in the organization have the required Knowledge, Skills, and Attributes (KSAs) based on the future KSAs requirements at each level.

Individual Level – Training need analysis at individual level focuses on each and every individual in the organization. At this level, the organization checks whether an employee is performing at desired level or the performance is below expectation. If the difference between the expected performance and actual performance comes out to be positive, then certainly there is a need of training. However, individual competence can also be linked to individual need. The methods that are used to analyze the individual need are:

(a) Appraisal & performance review
(b) Peer appraisal
(c) Competency assessments
(d) Subordinate appraisal
(e) Client feedback
(f) Customer feedback
(g) Self-assessment or self appraisal

Operational Level – Training Need analysis at operational level focuses on the work that is being assigned to the employees. The job analyst gathers the information on whether the job is clearly understood by an employee or not. He gathers this information through technical interview, observation, psychological test; questionnaires asking the closed ended as well as open ended questions, etc. Today, jobs are dynamic and keep changing over the time. Employees need to prepare for these changes. The job analyst also gathers information on the tasks needs to be done plus the tasks that will be required in the future. Based on the information collected, training Need analysis (TNA) is done.

9. Training Design
The design of the training program can be undertaken only when a clear training objective has been produced. The training objective clears what goal has to be achieved by the end of training program i.e. what the trainees are expected to be able to do at the end of their training. Training objectives assist trainers to design the training program.

The trainer – Before starting a training program, a trainer analyzes his technical, interpersonal, judgmental skills in order to deliver quality content to trainers.

The trainees – A good training design requires close scrutiny of the trainees and their profiles. Age, experience, needs and expectations of the trainees are some of the important factors that affect training design.

Training climate – A good training climate comprises of ambience, tone, feelings, positive perception for training program, etc. Therefore, when the climate is favorable nothing goes wrong but when the climate is unfavorable, almost everything goes wrong.

Trainees' learning style – the learning style, age, experience, educational background of trainees must be kept in mind in order to get the right pitch to the design of the program.

Training strategies – Once the training objective has been identified, the trainer translates it into specific training areas and modules. The trainer prepares the priority list of about what must be included, what could be included.

Training topics – After formulating a strategy, trainer decides upon the content to be delivered. Trainers break the content into headings, topics, ad modules. These topics and modules are then classified into information, knowledge, skills, and attitudes.

Sequence the contents – Contents are then sequenced in a following manner:

    a. From simple to complex
    b. Topics are arranged in terms of their relative importance
    c. From known to unknown
    d. From specific to general
    e. Dependent relationship

Training tactics – Once the objectives and the strategy of the training program becomes clear, trainer comes in the position to select most appropriate tactics or methods or techniques. The method selection depends on the following factors:

    • Trainees' background
    • Time allocated
    • Style preference of trainer
    • Level of competence of trainer
    • Availability of facilities and resources, etc

Support facilities – It can be segregated into printed and audio visual. The various requirements in a training program are white boards, flip charts, markers, etc.

Constraints – The various constraints that lay in the trainers mind are:

    a. Time
    b. Furnishings & Equipments
    c. Budget
    d. Design of the training
    e. Accommodation, facilities and their availability

9.1. Training Implementation

To put training program into effect according to definite plan or procedure is called training implementation. Training implementation is the hardest part of the system because one wrong step can lead to the failure of whole training program. Even the best training program will fail due to one wrong action.

Training implementation can be segregated into:
a. Practical administrative arrangements
b. Carrying out of the training

9.2. Implementing Training

Once the staff, course, content, equipments, topics are ready, the training is implemented. Completing training design does not mean that the work is done because

Implementation phase requires continual adjusting, redesigning, and refining. Preparation is the most important factor to taste the success. Therefore, following are the factors that are kept

in mind while implementing training program:

9.2.1. The Trainer

The trainer needs to be prepared mentally before the delivery of content. Trainer prepares materials and activities well in advance. The trainer also set grounds before meeting with participants by making sure that he is comfortable with course content and is flexible in his approach.

9.2.2. Physical Set‑Up

Good physical set up is pre requisite for effective and successful training program because it makes the first impression on participants. Classrooms should not be very small or big but as nearly square as possible. This will bring people together both physically and psychologically. Also, right amount of space should be allocated to every participant.

9.2.3. Establishing Rapport with Participants

There are various ways by which a trainer can establish good rapport with trainees by:

    a. Greeting participants simple way to ease those initial tense moments
    b. Encouraging informal conversation

c. Remembering their first name

d. Pairing up the learners and have them familiarized with one another

e. Listening carefully to trainees' comments and opinions

f. Telling the learners by what name the trainer wants to be addressed

g. Getting to class before the arrival of learners

h. Starting the class promptly at the scheduled time

i. Using familiar examples

j. Varying his instructional techniques

k. Using the alternate approach if one seems to bog down

9.2.4. Reviewing the Agenda

At the beginning of the training program it is very important to review the program objective. The trainer must tell the participants the goal of the program, what is expected out of trainers to do at the end of the program, and how the program will run. The following information needs to be included:

a. Kinds of training activities

b. Schedule

c. Setting group norms

d. Housekeeping arrangements

e. Flow of the program

f. Handling problematic situations

9.3. Training Evaluation

The process of examining a training program is called training evaluation. Training evaluation checks whether training has had the desired effect. Training evaluation ensures that whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines.

9.4. Purposes of Training Evaluation

The five main purposes of training evaluation are:

- Feedback: It helps in giving feedback to the candidates by defining the objectives and linking it to learning outcomes.
- Research: It helps in ascertaining the relationship between acquired knowledge, transfer of knowledge at the work place, and training.
- Control: It helps in controlling the training program because if the training is not effective, then it can be dealt with accordingly.
- Power games: At times, the top management (higher authoritative employee) uses the evaluative data to manipulate it for their own benefits.
- Intervention: It helps in determining that whether the actual outcomes are aligned with the expected outcomes.
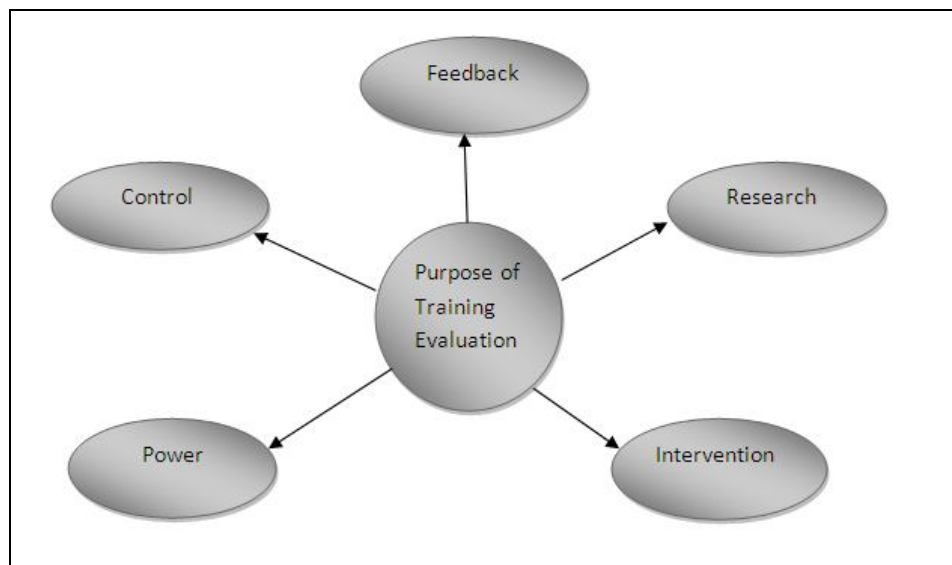

Figure 4

9.5. Process of Training Evaluation

Before Training: The learner's skills and knowledge are assessed before the training program. During the start of training, candidates generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the program. Once aware, they are asked to give their opinions on the methods used and whether those methods confirm to the candidates preferences and learning style.

- During Training: It is the phase at which instruction is started. This phase usually consist of short tests at regular intervals
- After Training: It is the phase when learner's skills and knowledge are assessed again to measure the effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels. There are various evaluation techniques are used for this phase.

9.6. Techniques of Evaluation

The various methods of training evaluation are:

    a. Observation
    b. Questionnaire
    c. Interview
    d. Self diaries
    e. Self recording of specific incidents

10. Conclusion

The impact of training and development involves some change in oneself in terms of improvement in quality or change in ones attitude and thought process occurs with oneself implicitly. So it is concluded from the above study that if an organization is providing training programmes to his employees , than the employees must be increase their ability, efficiency and effectiveness in work. Due to whatever exposure a person encounters, the impact what it generates may be long lasting and permanent. Explicit change in workplace is the main goal of training department. The rising expectations of organizations can be fulfilled by means of providing proper training to the employees. The interest of organizations to improve quality cannot be confined upto the working employees within the organization, it can also focus on students, learners, administrators and people who are interested to gain newness in their work. Attaining training programmes means to increase quality of productivity, reducing cost and attainment and progress towards organizational goals. It also includes impact upon the society on various dimensions like economic, environmental, social- into performance measurement complicates the ability to identify, measure and value of work impacts. However, it contributes to the completeness of the performance measurement.

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