
CHAPTER 3- CONCEPT OF TRAINING

TRAINING & DEVELOPMENT

*The essence of teaching is to make learning contagious, to have one idea spark another. ~
Marva Collins*

3.1 INTRODUCTION

Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses. "Create a corporate culture that supports continual learning," counseled Charlene Marmer Solomon¹⁵ in Workforce. "Employees today must have access to continual training of all types just to keep up.... If you don't actively stride against the momentum of skills deficiency, you lose ground. If your workers stand still, your firm will lose the competency race."

3.1.1 PHILOSOPHY OF TRAINING

According to S Chandra¹⁶, 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 endeavour.

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.

3.1.2 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 Cascio¹⁷, “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.”

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”¹⁸

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.

3.1.3 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 Armstrong¹⁹ “ 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 Mumford²⁰ as an attempt to improve managerial effectiveness through a planned and deliberate learning process. According to Bernard M Bass & James A. Vaughan²¹ 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.” Rosemary Harrison²²

3.1.4 DISTINCTION BETWEEN TRAINING & DEVELOPMENT

According to Yoder²³ 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.

Distinction between Training & Development

Training	Development
Vocationally oriented and on the job and so it is short term	A long term process for developing conceptual skills
It is generally for non managerial personnel	It is generally for managerial personnel
It is imparting of technical and mechanical knowledge	It is theoretical and conceptual idea implementation.
It is related with specific job	It is aimed at acquiring general knowledge
A mechanic who repairs generator better than engineer is only trained	An engineer may not be better mechanic but he has theoretical and conceptual skill as well as knowledge of principles of engineering

Another distinction can be understood from the term four Ws. Who is learning? What is learning? Why such learning does takes place? When does learning take place?

Distinctions between Training & Development

Learning Dimensions	Training	Development
Who	Non managerial Personnel	Managerial Personnel
What	Technical & Mechanical	Conceptual ideas
Why	For Specific jobs	For a variety of jobs
When	Short term	Long term

As Michael Armstrong²⁴ 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.

3.2 NEED FOR TRAINING

As Price²⁵ has observed, a training need exists when there is a gap between the present performance of an employee or group of employees, and the desired performance. Growing business performance is a journey, not an end. The success of business operations depends upon the ups and downs of the employee performances. Hence, the HR managers started looking for the methods to boost the performance and efficiency of its workforce to carry out the work today, and to train them for meeting tomorrow's goals. Training programmes were developed many years ago, but now-a-days, it has become a crucial factor in companies with certain objectives in mind. Training and development practices should boost up performance and develop the skills, knowledge and expertise of the employees.

The vital objective of training is to build-up right ability and capability in the labor force so that they can perform to meet the needs, wants and expected returns of the employers.²⁶

The need for Training may generally arise for the following-

- ✓ To improve the efficiency of employees
- ✓ To reduce wastage of time and money,
- ✓ To have quality output,
- ✓ To bring down supervision,
- ✓ To have preventive maintenance,
- ✓ To achieve optimum performance,
- ✓ To boost morale of employees,
- ✓ To prepare workforce for future challenging work,
- ✓ To reduce absenteeism,
- ✓ To bring down the grievances,
- ✓ To build career by personal growth,

3.3 TRAINING OBJECTIVES

According to Saiyadain²⁷, 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.

Individual Objectives –

They help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

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.

- ✓ 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 special training programmes to improve employment opportunities as well as career prospects of persons belonging to SC/ST, minorities, handicapped, ex-servicemen, etc.
- ✓ To organize training activities as aids to:
 - Career Planning and growth
 - 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.

- ✓To promote research and development activities and to establish linkages with the operational front.

3.4 IMPORTANCE OF TRAINING

3.4.1 LEARNING – INTRODUCTION

Characteristics of Learning

- 1.Learning has a purpose. Most people have a pretty definite idea of what they want to do and achieve.
- 2.Learning comes through experience. Learning is a very individual process and must be done by the participant himself - the instructor cannot do this for him.
- 3.Learning is multifaceted. A trainer who thinks his job is only to train a participant's memory is wasting his own and his trainee's time.
- 4.Learning is an active process. The more actively a participant is involved in the class, the greater his chances are for both learning and remembering.

Laws of Learning

The five laws of learning are suitable for most learning situations. Keeping these laws in mind when planning a session lets the trainer create a better learning atmosphere for the participants.

Law of Readiness –

A person learns best when he has the necessary background, a good attitude, and is ready to learn. He does not learn much if he sees no reason for learning.

Law of Exercise –

Those things most often repeated are the best learned. This is the basis for practice and drill.

Law of Primacy –

Primacy is being first, which often creates a strong impression. This means that the instructor must be right the first time. This helps to provide a stable foundation for all that follows.

Law of Intensity –

A sharp, clear, or exciting learning experience teaches more than a routine or boring one. This law implies that a student will learn more from the real thing than a substitute. Mockups, videotapes, interactive courseware, slides, charts, and any number of other training aids add sharpness and action to classroom instruction. Demonstrations, skits, and role playing do much to increase the leaning experience of students.

Law of Recency –

Other things being equal, the things learned last will be best remembered. The trainer must recognize the law of recency when planning a good summary. He should repeat, restate, or reemphasize the training objectives. He also repeats important information the participants need to remember.

3.4.2 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.

No matter how good the training programme is, in the end it is the participant only who decides whether to change his behavior or not. Trainees do not change their behavior merely because someone tells them to do. They change when they feel there is a need of it. They do it with their own learning style. The trainer and the organization can only try to remove the mental blocks of the trainee, rest depends on trainee itself.

3.5 IMPACT OF TRAINING

3.5.1 EXECUTION OF TRAINING

To put training programme 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 programme. Even the best training programme will fail due to one wrong action.

Training implementation can be segregated into:

- ✓ Practical administrative arrangements
- ✓ Carrying out of the training

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.

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-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.

Reviewing the agenda

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

- ✓Kinds of training activities
- ✓Schedule
- ✓Setting group norms
- ✓Housekeeping arrangements
- ✓Flow of the programme
- ✓Handling problematic situations

3.6 OUTCOME OF TRAINING

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.

Training As A Tool

The best way of thinking about training is to think of it as a management tool, much like a carpenter's tool. Just like a carpenter picks the hammer and not a screwdriver to hammer a nail, the manager should be choosing training because it is the right tool for the job.

Also, to continue the analogy, if the supporting structure (the wood) is rotted, only the foolish carpenter would attempt to hammer the nail into the wood, and expect it to help. It is the same with the manager. If a manager expects things to improve as a result of training, he or she needs to ensure that the supports are there for the use of the tool, and that there are no other non-training related problems.

To conclude, training can be a valuable tool for the organization and the manager, provided it is the right tool to solve the problem or address the identified issues. Even then, there must be supports in the organization so the training can be effective.

3.7 FUTURE OF TRAINING

The use of new technologies for training delivery will increase:

- ✓ Demand for training for virtual work arrangements will rise.
- ✓ Emphasis on capture and storage and use of intellectual capital will increase.
- ✓ Companies will rely on learning management systems and integration with business processes.
- ✓ Technologies allow trainers to build into training many of the desirable features of a learning environment.
- ✓ Technology will allow training to be delivered to contingent, decentralized employees in a timely, effective manner.
- ✓ Virtual work arrangements.
- ✓ Work that is conducted in a remote location.
- ✓ Employee has limited contact with peers.
- ✓ Employee able to communicate electronically.

3.8 TRAINING & DEVELOPMENT POLICY

Training and Development Policy - Definitions

Training and development policies are the organization's demonstration of organizational quality. As such, an effective modern training and development (or learning and development) policy is an increasingly important part of any organization's visibility and image in the eyes of its customers, staff, potential new employees, and the market as a whole.

Training policies vary greatly because they are liable to be very specific for the organization. Broadly, a good training and development policy will cover the training aspects. There is no set or definitive order. Other people and organizations will have different ideas. The challenge in developing an effective training policy is including all the key issues but at the same time keeping it concise and compact, so employees will read and refer to it.

A training policy is a set of principles. A policy is more fixed and concise. A policy provides the principles and system on which the training methodology can be built. A policy reflects philosophy and values and fundamental aims. Based on training policy training manuals are prepared and they contain operating procedures, instructions and supporting notes that are specific to the training concerned. Most training manuals are more liable to change than a policy, and this flexibility for changing and updating content is an important aspect in deciding the overall system for producing and administering training manual documentation, which is best addressed and defined in the training policy.

According to Saxena & Kakkar,²⁸ the formulation of proper training policy becomes essential with the need for planning to suit the changing business environment. Absence of training policy results in low productivity and unhealthy results. In actual practice it is noticed that training managers are just interested in conducting training programmes as a routine exercise without specific goals required for organization. A general tendency is to conduct more and more training programmes in rapid succession without ensuring the validity, the up datedness, in formativeness and efficacy of training activities based on ground realities. Therefore it is right time for a suitably training policy be formulated by each organization which should be broad based and which should clearly identify the persons by level who should be selected for training in the larger interest of the organization who when and for which training programme. The policy should have the objectivity, fairness and detailed outlook. What types of personnel attend the right type of training programme then the dynamics of training is achieved. On the other hand if the staff is not suitably nominated they will find training irrelevant in spite of well researched input.

3.9 NATIONAL TRAINING POLICY

In the light of the development in the area of training, A National Training Policy has been developed in 1996 by Government of India. The Policy was necessitated because of the

lag between expectation from the society and orientation of civil service system. The change has occurred from civil service regulatory oriented to development oriented task and responsibilities in addition to regulatory functions it has traditionally performed. Apart from being an important component of HRD, training is most cost effective method of improving effectiveness of personnel in an organization. The NTP covers employees directly working under both Central and State Government.²⁹

The NTP Outlines a common thrust of training objectives that covers all the organization, service and functional groups. The NTP is firmly a declaration of training and spells out the objectives, strategy, contents and modality to be followed in the field of training. The NTP's emphasis on the position of training manager in each government department for training of the employees is expression of the practical situation of the recognition of the training needs to meet the specific goals and objectives of T&D in each department or organization. According to Saxena & Kakkar³⁰, the salient features of NTPs are-

1. Training for all – Training would be imparted to all range of civil services starting from lowest and cutting edge to highest in policy making.

2. Integrated Approach – If training is to improve organizational effectiveness, it is necessary that institutional departments are set up within each organization for overseeing the training function as an integral part of the personnel management system. For this purpose, each department can have an officer designated as training manager, whose job it will be to ensure an integrated approach to training. Training manager will be actively involved in various activities leading to organizing of training programmes such as analysis of training requirements, the design of training programme, the selection of training institution and evaluation of training.

3. Once a trainer, always a trainer – The expertise of such person should be available even after he leaves the training institutions and goes back to his line department. He can be used as resource person in a network of training institutions.

4. National Training Council – A National Training Council headed by the minister in charge of personnel, public grievance is set up for advising the government on training policy as well as issues concerning implementation.

5. Coordination Committee of Directions – A high powered committee headed by secretary (Personnel) will assist the national training council. The committee will generally oversee operation of training policies.

6. Earmarking of Budget – Each department attached office as well as other organizations, funded by public exchequer, to set apart minimum suitable percentage of budgetary provision for training purpose.

7. Human Resource Development – Members of the civil services shall be encouraged to undertake research and consultancy activities by availing study leave.

3.10 TRAINING NEED IDENTIFICATION

It is widely believed that need assessment is one of the key phases in training and development design process to enhance training effectiveness. It assists in identifying a gap between an ideal level of performance and current level of performance and to prioritize current resource to reduce those gaps. According to Anjali Ghanekar³¹ training needs can be defined as the gap between knowledge, skills and attitudes that the job demands and already possessed by trainee. It is an ongoing process to gather information to identify training needs so that training can be developed to assist organizations to meet their objectives. As per Keith Davis³² assessing training needs is one of the most significant parts of developing training programmes. It diagnoses present problems and future challenges to be met through training & development. It exists at all levels of the organization and it is emphasis of one or the other aspect with changes.

The process of identifying training needs depends on the gap between existing performance ability and desired performance, various employee evaluations and performance appraisal is helpful. W R Mahler and W.H. Monroe³³ have found that generally the training

needs of an organization are determined by the request from the top management, but largely such needs have been identified from requests from line managers.

(a) Organizational Analysis –

Just like any other resources, employees and their competencies have to be managed and controlled. This implies that management of the human factor must be consistent with general requirements of the organization such as quality and efficiency. Huselid³⁴ has said that “the effectiveness of the organization depends upon the extent to which human resource strategies and business strategies fit together.”

(b) Operation Analysis –

Operational analysis includes tasks which have to be performed as the part of the given job, at the level of which they have to be performed and of the knowledge, skills and attitudes required to achieve that level. As per Junaid Siddiqui³⁵, the methods for such analysis are task analysis, job expectation technique, core analysis, key task analysis questionnaires, interviews, reports, tests, observation, performance standards, job description and other methods.

(c) Individual Analysis –

Individual analysis is very crucial; if the training is to be supported as closely as possible to fill gaps in the competence profile of employees and if it is to be matched with the level of maturity of the participants. An important plan of personal analysis is to find out performance gaps (i.e. expected performance Vs actual performance). Personal analysis makes it possible to measure the expectations and learning requirements of trainees. According to Luc Sels³⁶ sources of information available for individual analysis include performance evaluation, performance problems (productivity, absenteeism or tardiness, accidents, grievances, waste, product quality, down time, repairs, equipment utilization, and customer complaints), observation, work samples, interviews, questionnaires, attitude surveys, and check lists or training progress charts. All the three levels of needs analysis are interrelated and the data collected from each level is critical to a thorough and effective need assessment. As per Punia BK³⁷, the failure to analyse training needs within the organization will lead to lesser benefits and huge investment in the training programme. Hence it would be pertinent to analyze the training needs first and then imparting training accordingly.

3.11 TRAINING METHODS

Introduction

As per Bernardin and Russel³⁸, training methods can be divided into two categories:

- (1) Methods that are primarily informational or transmittal in nature. They use primarily one way communication in which information is transmitted to the learners. Some of the major methods are: lecture, audio visual, independent study, programmed instructions.
- (2) Methods that are experiential in nature, that is, the learner interacts with the instructor, a computer/ simulator, or other trainees to practice the skills. Some of the major methods are – on the job training, computer based training, simulation, games, case analysis, role playing behavior modeling and sensitivity training.

Training methods are tools which attempt to create learning climate for the participants. These methods are related to learning objectives for participants. Methods are the means enabling participants to learn what is expected of them in order to know their roles and functions in the organization. Methods depend upon three principle components of the objectives of training, i.e. knowledge, skills and attitude. In some cases of training, it may be pure information giving that is imparting knowledge. In other cases it may be social and technical skill development, and in some other it would be an attempt to bring attitudinal change in the participants. In some programmes these components may be found in varying degrees. In one the emphasis may be on imparting knowledge, in another knowledge plus skill development and in some other these two plus attitudinal change. Before selecting methods of a particular programme, one has to look into the content that is to be delivered, the learning that is to take place and objectives of the training. Once the content of the modules are clear, choosing the appropriate methods becomes uncomplicated. The following is a brief overview of typical methods of training.

3.11.1 ORIENTATIONS

Orientation training is vital in ensuring the success of new employees. Whether the training is conducted through an employee handbook, a lecture, or a one-on-one meeting with a supervisor, newcomers should receive information on the company's history and strategic

position, the key people in authority at the company, the structure of their department and how it contributes to the mission of the company, and the company's employment policies, rules, and regulations.

3.11.2 LECTURES

A verbal method of presenting information, lectures are particularly useful in situations when the goal is to impart the same information to a large number of people at one time. Since they eliminate the need for individual training, lectures are among the most cost-effective training methods. But the lecture method does have some drawbacks. Since lectures primarily involve one-way communication, they may not provide the most interesting or effective training. In addition, it may be difficult for the trainer to gauge the level of understanding of the material within a large group.

3.11.3 CASE STUDY

The case method is a non-directed method of study whereby students are provided with practical case reports to analyze. The case report includes a thorough description of a simulated or real-life situation. By analyzing the problems presented in the case report and developing possible solutions, students can be encouraged to think independently as opposed to relying upon the direction of an instructor. Independent case analysis can be supplemented with open discussion with a group. The main benefit of the case method is its use of real-life situations.

3.11.4 ROLE PLAYING

In role playing, students assume a role outside of them and play out that role within a group. A facilitator creates a scenario that is to be acted out by the participants under the guidance of the facilitator. While the situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario itself, allowing better understanding of their own behavior. This training method is cost effective and is often applied to marketing and management training.

3.11.5 SIMULATIONS

Games and simulations are structured competitions and operational models that emulate real-life scenarios. The benefits of games and simulations include the improvement of problem-solving and decision-making skills, a greater understanding of the organizational whole, the ability to study actual problems, and the power to capture the student's interest.

3.11.6 COMPUTER-BASED TRAINING

Computer-based training (CBT) involves the use of computers and computer-based instructional materials as the primary medium of instruction. Computer-based training programmes are designed to structure and present instructional materials and to facilitate the learning process for the student. A main benefit of CBT is that it allows employees to learn at their own pace, during convenient times. Primary uses of CBT include instruction in computer hardware, software, and operational equipment. The last is of particular importance because CBT can provide the student with a simulated experience of operating a particular piece of equipment or machinery while eliminating the risk of damage to costly equipment by a trainee or even a novice user.

3.11.7 WEB-BASED TRAINING

(WBT) is an increasingly popular form of CBT. The greatly expanding number of organizations with Internet access through high-speed connections has made this form of CBT possible. By providing the training material on a Web page that is accessible through any Internet browser, CBT is within reach of any company with access to the Web. The terms "online courses" and "web-based instruction" are sometimes used interchangeably with WBT.

3.11.8 SELF-INSTRUCTION

Self-instruction describes a training method in which the students assume primary responsibility for their own learning. Unlike instructor- or facilitator-led instruction, students retain a greater degree of control regarding topics, the sequence of learning, and the pace of learning. Depending on the structure of the instructional materials, students can achieve a higher degree of customized learning. Forms of self-instruction include programmed learning, individualized instruction, personalized systems of instruction, learner-controlled

instruction, and correspondence study. Benefits include a strong support system, immediate feedback, and systematization.

3.11.9 AUDIOVISUAL TRAINING

Audiovisual training methods include television, films, and videotapes. Like case studies, role playing, and simulations, they can be used to expose employees to "real world" situations in a time-and cost-effective manner. The main drawback of audiovisual training methods is that they cannot be customized for a particular audience, and they do not allow participants to ask questions or interact during the presentation of material.

3.11.10 TEAM-BUILDING EXERCISES

Team building is the active creation and maintenance of effective work groups with similar goals and objectives. Not to be confused with the informal, ad-hoc formation and use of teams in the workplace, team building is a formal process of building work teams and formulating their objectives and goals, usually facilitated by a third-party consultant. Team building is commonly initiated to combat poor group dynamics, labor-management relations, quality, or productivity. By recognizing the problems and difficulties associated with the creation and development of work teams, team building provides a structured, guided process whose benefits include a greater ability to manage complex projects and processes, flexibility to respond to changing situations, and greater motivation among team members.

3.11.11 APPRENTICESHIPS AND INTERNSHIPS

Apprenticeships are a form of on-the-job training in which the trainee works with a more experienced employee for a period of time, learning a group of related skills that will eventually qualify the trainee to perform a new job or function. Apprenticeships are often used in production-oriented positions. Internships are a form of apprenticeship that combines on-the-job training under a more experienced employee with classroom learning.

3.11.12 JOB ROTATION

Another type of experience-based training is job rotation, in which employees move through a series of jobs in order to gain a broad understanding of the requirements of each.

Job rotation may be particularly useful in small businesses, which may feature less role specialization than is typically seen in larger organizations

3.11.13 COUNSELLING

The latest trend catching up in the corporate HR across the world is 'Employee Counselling at Workplace'. In the world of ever increasing complexity and the stress in the lives, especially the workplaces of the employees, employee counselling has emerged as the latest HR tool to attract and retain its best employees and also to increase the quality of the workforce. Employee counselling can be explained as providing help and support to the employees to face and sail through the difficult times in life. At many points of time in life or career people come across some problems either in their work or personal life when it starts influencing and affecting their performance and, increasing the stress levels of the individual. Counselling is guiding, consoling, advising and sharing and helping to resolve their problems whenever the need arises. Technically, Psychological Counselling, a form of counselling is used by the experts to analyze the work related performance and behaviour of the employees to help them cope with it, resolve the conflicts and tribulations and re-enforce the desired results.

3.11.14 MENTORING

Mentoring is a relationship in which a senior manager in an organization assumes the responsibility for grooming a junior person. Technical, interpersonal and political skills are generally conveyed in such a relationship from the more experienced person. A mentor is a teacher, spouse, counselor, developer of skills and intellect, host, guide, exemplar, and most importantly, supporter and facilitator in the realization of the vision the young person has about the kind of life he wants as an adult. The main objective of mentoring is to help an employee attain psychological maturity and effectiveness and get integrated with the organization. In a work situation, such mentoring can take place at both formal and informal levels, depending on the prevailing work culture and the commitment from the top management. Formal mentoring can be very fruitful, if management invests time and money in such relationship building exercises.

3.12 ESSENTIALS OF TRAINING

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 is 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. Training & Development efforts are essential because they benefit the organization in different ways: which lead them to improved profitability, improve the job knowledge and skills at all levels of the organization , improve the morale of the workforce, foster authenticity, openness and trust, improve relationship between boss and subordinate, aid in the organizational development help prepare guidelines for, aids in understanding and carrying out the organizational policies, provide information for the future needs in all areas of the organizations, organization gets more effective decision making and problem solving skills, aid in development leadership skills motivation, loyalty, better attitudes, and other aspects that successful workers and managers display; aid in increasing productivity and quality of work, help keep cost down in many areas, reduce outside consulting costs by utilizing competent internal consultation, create an appropriate climate for growth, aid in improving organizational communication, help employee adjust to change and aid in handling conflict, thereby helping to prevent stress and tension.

3.13 TRAINING & DEVELOPMENT SCENARIO IN INDIA

3.13.1 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 S³⁹ 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 programmes typically span two to four months. In other industries programmes 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 programmes in which employees are assigned specific tasks under the supervision of trainers and managers.

3.13.2 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 1961 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.

3.13.3 ROLE OF THE GOVERNMENT

Training delivery is totally by the enterprise under the Apprentices Act, 1961. However, the following functions are performed by the state or the central government in the implementation of the apprenticeship training scheme:

- Development of legislation and policy under the Apprentices Act, 1961;
- Provision of loans by state governments, for the setting up of training centers, where so required by the enterprise;
- The expenditure incurred by the enterprise in the training of apprentices is 100 per cent exempted under the Income Tax Act;
- 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;
- 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 programmes conducted by the enterprises are carried out by the respective governments.
- 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.

3.13.4 ROLE OF ENTERPRISES

Apprenticeship training programmes in industry were made statutory by the Apprentices Act, 1961, 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.

3.13.5 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 Orr 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 Defence 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.

Sectoral Institutes- In numbers of sectors, the institutes run number of specialized management courses. To name a few (1) Ahmedabad Textile and Industrial Research Association (ATIRA), (2) Sri Ram Center of Industrial Relations, Delhi, (3) Vaikuntha Mehta National Institute of Cooperative Management, Pune, (4) National Institute of Labour Management, Mumbai.

Industrial Enterprises- Short term courses in management come from industrial sector. Many industrial houses have their own staff colleges. HAL at Bangalore, Hindustan Steel Staff College at Ranchi, HLL Staff College at Mumbai, BHEL Staff College at Tiruchirappally, Tata Management Training Centre (TMTC) at Mumbai, etc.

Number of private organizations like Bharatiya Vidya Bhavan, Davar's College and Datamatix Corp. cater to evening classes in management. Professional bodies also offer such management courses. They are- The Indian Institute of Industrial Engineers, National Association of Material Engineering, The Computer Society of India, The Institute of Production Engineers, The Indian Institute of Personnel Management etc.

3.13.6 TRAINING AND DEVELOPMENT IN RETAIL-FMCG SECTOR

Retail/FMCG Sector is the most booming sector in the Indian economy and is expected to reach US\$ 175-200 billion by 2016. 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 to 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

3.13.7 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.

3.13.8 TRAINING AND DEVELOPMENT IN AUTOMOBILE SECTOR

The Indian automobile sector is growing at a rate of about 16% per annum and is now going to be a second fastest growing automobile market in the world. The sector is going through a phase of rapid change and high growth. With the coming up of new projects, the industry is undergoing technological change. The major players such as, Honda, Toyota, Bajaj, Maruti are now focusing on mass customization, mass production, etc. and are expanding their plants.

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 2011 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 10 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.

3.13.9 TRAINING AND DEVELOPMENT IN TELECOM SECTOR

Telecom is one of the fastest growing sectors in India with a growth of 21% and revenue of Rs 86,720 crore in the year 2006. The sector is expected to grow over 150% by 2012. 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 100 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.

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.

3.13.10 TRAINING AND DEVELOPMENT IN PHARMACEUTICAL SECTOR

India Pharmaceutical market is valued at about US \$8 billion and is expected to reach to US \$12 billion by 2010. 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 Methods

Some of the preferred training methods are:

- ✓ Web based training
- ✓ Class room training
- ✓ Workshops
- ✓ On-the-job training

3.13.11 TRAINING AND DEVELOPMENT IN HOSPITALITY SECTOR

Hospitality sector is growing at a very fast rate in India. The sector is growing at a rate of approximately 8%. This sector can be classified into hotel industry, travel and tourism, restaurants, pubs, clubs and bars, contract catering, and aviation. Other than that,

opportunities also exist in universities, sporting venues, exhibition centers and smaller events management companies.

The major challenge of this sector is shortage of skilled employees along with the challenge of attrition rate. Skilled chefs and managers are in great demand. Managers require huge range of competencies such as, people management, viable skills, business insights, analytic skills, succession planning, and resource development in order to get success in this sector. In addition to that, employees are not enough trained on Business Etiquettes, Courtesy, and Business Communication. Hospitality is all about handling people. So an employee must have right attitude, tolerance, and listening skills in order to move up the hierarchy. There is still a long way to go to inculcate good public relation, interpersonal skills.

With the increase in competition due to the coming up of major players like Four Seasons, Shangri-La, Aman Resorts, etc the need to train employees has increased more than ever before. The major players are now strategizing to increase the turnover of the customers by training their employees on Communication, Dining and Business etiquettes, etc. Some of the essentials required by this sector are:

- ✓ Good infrastructure
- ✓ Trained trainer
- ✓ Quality of content
- ✓ Certification of training course
- ✓ Effective Training evaluation

Training & Development programmes are available for the following areas:

- ✓ Food Production
- ✓ Food and Beverage Service
- ✓ Front Office
- ✓ House Keeping

3.13.12 TRAINING AND DEVELOPMENT IN I.T. INDUSTRY

The Indian IT sector is growing at a very fast pace and is expected to earn a revenue of US \$97 billion by 2010. 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 2010, according to

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 Elexi and Accenture are allocating 7% and 3% respectively of the company’s overall revenue.

3.13.13 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 1.10 million jobs by 2010, and 6 million jobs by 2015, 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.

3.14 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.

The role of training is going to be very different from what it was in the past. Intellectual capital is becoming main generator of wealth both for individuals and for the organization, as the economy is shifting towards knowledge economy. Training has become a

major tool to retain employees. 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. Companies are now aligning business goals with training costs. But what is more important is, is the development of the skills of middle management. The objective of the organizational policies process and programmes for the delivery of training is to achieve its HRD strategies by ensuring the availability of skilled and competent employees to meet its present and future requirements. Training & Development is essential to remove performance deficiencies. There are two ways in which T & D influences performance. First, they improve the skills of the people for specific job requirement and secondly they add to the job satisfaction. Employees have to adapt to technological changes, improve product and service quality and boost productivity to stay in competition. Therefore it is more imperative for the organizations which are adopting proactive HRM approach, to display a culture of right attitude and behavior in order to achieving desired goal. Training policies are becoming more sophisticated and comprehensive containing all the ingredients that go in making the organizations world class.

The present chapter has given the detailed view of complete aspects of training and development, the scene in India and sector-wise training and development efforts. Here, it is but imperative that the evaluation and effectiveness of training activities takes place since huge amount is invested in these areas. Therefore, the next chapter throws light on evaluation and effectiveness of training activities.

Learning is not attained by chance, it must be sought for with ardor and attended to with diligence. ~Abigail Adams

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