

DIMENSIONS OF TRAINING AND DEVELOPMENT – AN OVERVIEW

Prof Archana.H

Asst Professor of Commerce

Govt First Grade College – Devenahalli

Abstract

In the knowledge era, organizations are competing for skills, knowledge and abilities. The success of the organizations among other things mainly hinges on the human capital. The intellectual capital and intellectual assets are subsets of human capital. The acquisition, development and utilization of human resources are very significant to achieve competitive edge in whatever areas of activity the organization undertakes. The global training is the mainstream activities of all the knowledge companies to muster disseminate and utilize new skills in the changed technological and product era. Among all human resource activities training and development is a ongoing process to keep pace with the changing scenario of organizational requirements.

Training and development imparts specific skills, knowledge and abilities to an employee. The multi-skilling of employees would fetch considerable amount of returns to the organizations.

Training was born early in the journey of civilization. As tools, weapons, clothing, shelter, and language developed in The Stone Age, so did man's need to pass on knowledge and skills. Through signs and words, man was able to administer training. "When the message was received by another successfully, we say that learning took place and knowledge or skill was transferred" (Steinmetz, 1976, 1-3). The following chronology of important events traces the

Introduction

Training and development may be understood as any attempt to improve current or 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 and training and development is determined by the

employee's performance deficiency. Symbolically, the performance deficiency is calculated as follows:

Training and Development Need = Standard Performance – Actual Performance

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

TRAINING -DEFINED

Training is the act of increasing the knowledge and skill of an employee for doing a particular job -Edwin B. Flippo

The term training is used here to indicate only process by which the aptitudes, skills and abilities of employees to perform specific jobs are increased -T V RAO

The function of training is the process of aiding employees to gain effectiveness in their present and future work - Richard P. Calhoon

Training is an organized procedure by which people learn knowledge and/or skills for a definite purpose - Dales S. Beach

Training is the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job - Micheal Armstrong

Training is a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goals -Mathis and Jackson

Training includes any efforts within the organization to teach, instruct, coach, develop employees in technical skills, knowledge, principles, and techniques and to provide insight into and attitudes towards the organization - Advice Saint

Training is means to bring about a continuous improvement in the quality of work performed. It would equip them with necessary knowledge, skill, abilities, and attitudes to perform their jobs - Taylor

Training is a process of teaching, informing or educating people so that:

a) They may become as well qualified as possible to do their job and

b) They become qualified to perform in positions of greater difficulty and responsibility - Van Dersel (1962)

SIGNIFICANCE AND BENEFITS OF TRAINING AND DEVELOPMENT

“Give a man a fish he will eat it; train a man to fish, he will feed himself a lifetime”

2 chinies proverb this saying highlights the importance of training. Training has become a very important requirement for managers in today’s competitive organization, to develop competencies for the new assignments necessitated by the organization. Training is the act of increasing the knowledge and skills of an employee for doing a particular job. It is concerned with imparting specific skills for particular purposes.

“Training is an investment in Human Resource with promise of better returns in future”.

There are umpteen number of benefits available as a result of training and developing employees and executives in the organizations. The first place it increases productivity, confidence and competence of employees. It reduces wastages and losses, employee accidents. It enhances better industrial relations between employees and management. Cost per unit also gets reduced on account of training besides enhancing the competitive edge of both the employees and organizations. The details are:

- Leads to improved profitability and/or more positive attitudes towards profit orientation
- Improves the job knowledge and skills at all levels of the organization
- Improves the morale of the workforce
- Helps people identify with organizational goals
- Helps create a better corporate impage

- Fosters authenticity, openness and trust
 - Improves relationship between boss and subordinate
 - Aids in organizational development
 - Learns from the trainee
 - Helps prepare guidelines for work
 - Aids in understanding and carrying out organizational policies
 - Provides information for future needs in all areas of the organization
 - Organization gets more effective decision-making and problem-solving skills
 - Aids in development for promotion from within
 - Aids in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display
 - Aids in increasing productivity/or quality of work
 - Helps keep costs down in many areas, eg. Production, personnel, administration etc.
 - Develops a sense of responsibility to the organization for being competent and knowledgeable
 - Improves labour-management relations
 - Reduces outside consulting costs by utilizing competent internal consultation
 - Stimulates preventive management as opposed to putting out fires
 - Eliminates suboptimal behavior
 - Creates an appropriate climate for growth, communication
 - Aids in improving organizational communication
 - Helps employees adjust to change
 - Aids in handling conflict, thereby helping to prevent stress and tension
- **Increased productivity:** training improves the performance of employees. Increased skill and efficiency results in better quantity and quality of production. A trained worker will handle machines carefully and will use the materials in an economical way.

- **Higher employee morale:** a trained worker derives happiness and job satisfaction from his work. He feels happy when his performance is up to the mark. This also gives him job security and ego satisfaction. The employees will properly look after a worker who performs well. All these factors will improve employee's morale.
- **Less supervision:** the degree of supervision required for a trained worker will be less. He will not be dependent upon the supervisor for minute details and may carry on his work himself. On the other hand, an untrained worker will need constant watch and he will require the guidance of the supervisor very often. A trained worker will be most disciplined and independent. He will not like any type of interference in his work and may not give any opportunity to the supervisor for complaint. Such workers can take more interest in their work and may contribute significantly in reducing managerial problems of supervision.
- **Less wastage:** untrained workers may waste more materials, damage machines and equipment and may cause accidents. Accidents generally occur due to deficiency in the operator and not in the machine. A trained worker will know the art of operating the machine properly. He will also use the material and other equipment in a systematic way causing less wastage. The control of various wastes will substantially reduce the manufacturing cost. The amount spent on training the workers will prove an asset to the organization.
- **Easy adaptability:** the technological advancements will require new approach to work. The methods of work are constantly undergoing a change. This will necessitate the adaptability of workers to changing work environment. A trained worker can be more adaptable to change than an untrained one. The former can easily learn new work techniques with a little bit of guidance. There may not be any need to employ few workers for running new machines. The present workers will learn new techniques with some sort of orientation. The trained persons will adapt to new situation more easily because they have basic technical knowledge.
- **Reduced turnover and absenteeism:** labour turnover and absenteeism are mainly due to job dissatisfaction. When a worker is properly trained he will take keen interest in his job and can derive satisfaction from it. A satisfied person may

not like to leave his job and try at a new place. Training helps in reducing labour absenteeism by increasing job satisfaction among them.

- Training also helps in the development of employees. It first helps in locating talent in them and then developing it to the maximum. The adaptability of a worker will help him in working on new and improved jobs. If a worker learns fast then he will be able to develop his talent and improve his performance. Training gives him an opportunity to show his work also.
- Training is needed as a good supplement to school/college education. Training at the industry level is practical and is needed for creating confidence among employees. It is also needed for personal growth and development of employees.
- Training is needed due to continuous changes in the field of science and technology. Workers can work as per new methods or can use new machines only when suitable practical training is given to them. Training is the only method by which the knowledge and skills of workers are updated.
- Training is needed in order to introduce modern methods or for the introduction of rationalization and computer technology in the industrial units.
- Training is needed for raising the efficiency and productivity of industrial employees.
- It is needed for improving the quality of production and also for avoiding accidents and wastages of all kinds in the industrial units.
- Training is needed for personal safety of employees and also for avoiding damage to machines and property of the company.
- Training is needed as it creates highly skilled manpower in an organization. Such skilled manpower is the real asset of an industrial unit.
- Training is needed for preventing manpower obsolescence, for improving health and safety of workers, for improving organizational climate and finally for meeting future personnel needs of the organization.

The views of chief executive on the outcome of management development programmes revealed various significance of training and development programmes are as follows:

- First of all, training and development programme provide considerable intellectual stimulation. This in itself is a good thing because the normal routines of a business career place relatively few demands on the intellect and one of the occupational hazards of being a business executive is cerebral ossification. In that sense the program perform a useful function.
- Secondly, we acquire a nodding acquaintance with new concepts and new developments in the area of managerial techniques. But this acquaintance is usually peripheral and the response range from a mild curiosity at seeing an old, familiar phenomenon presented in a new light to an airy dismissal concepts as being purely of academic interest.
- The third benefit one derives from training and development programme is the embellishment of one's vocabulary and this is good thing if the jargon is used circumspectly, and with tact and understanding. Management terminology is basically convenient shorthand for ideas that would otherwise need elaborate spelling out.

The significance of training and development at various levels are as follows:

a) At Organizational Level:

1. Training and Development helps people to identify the organizational goals and create a better corporate image.
2. It improves the job knowledge and skills at all levels of the organization.
3. It improves the morale of the workforce creates positive attitude towards profitability of the organization.
4. It fosters authenticity, openness and trust and improves the relationship between the superior and subordinate.
5. It helps to prepare guidelines for work and understand organizational policies for carrying out the work.
6. It provides information for future needs in all areas of the organization and takes effective decision and solves problem.
7. It helps to develop promotional skills, leadership skills, motivation, loyalty and productivity and quality of work.

8. It helps to develop the sense of responsibility among the workers towards the organization the keep the cost down.
9. It creates appropriate climate for the growth and communication.
10. It reduces conflicts among the employers and employees and prevents stress and tension.

b) At Individual Level:

1. It helps the individuals in making better decision and effective problem-solving.
2. Through training and development, motivational variables of recognition, achievement, growth, responsibility and advancement of an individual.
3. It helps the individual to speaking and listening skills and writing skills.
4. It increases job satisfaction.

c) At Other Level:

1. It improves communication among different groups and individuals.
2. It provides information on other government laws and administration policies and regulations viable
3. It improves morale, cohesiveness in groups
4. It provides equal opportunity to grow and a better place to work and live.
5. It reduces employee turnover and absenteeism.

TRAINING METHODS

In typical learning organizations, training and development is a continuous process in that the changed technology makes existing skills obsolete, much to the aghast and bewilderment of the employees either knowingly or unknowingly. Every technological change accompanies new products and new way of doing things. The workers are made rudderless. Under such circumstances, the re-skilling of employees through re-training is imperative. In modern organizations, a colossal amount is spent by the organizations on training and development, both in-house and off-campus training, on- the- job-training and off-the-job training.

A. ON-THE-JOB-TRAINING METHODS: On-the-job-training is the heart and soul of all training in business and industry. OJT as it is known or sometimes called “Shop Training” is the most universal form of employee development. This is the traditional method of learning, which is designed to maximize learning while allowing the employee to perform his job under the supervision and guidance of a trained worker or instructor, providing him practical application and making principles and concepts of learning meaningful and realistic. This is the most effective methods of development applicable at all level to a wide range of semiskilled, skilled and technical jobs, as well as supervisory and management development programmes. There are several types of on the job training. Those prominently deployed under use in OJT are as follows:

- **Orientation Training:** New employee orientation effectively integrates the new employee into your organization and assists with retention, motivation, job satisfaction, and quickly enabling each individual to become contributing members of the work team.

- **Job-Instruction Training:** commonly known as JIT, this technique of training was development during World War II. It is a four step instructional process. JIT is basically used to teach the workers how to do their current jobs. A trainer, supervisor or co-workers can act as the coach. The four steps involved in this process are:
 - ❖ The trainer receives on overview of the job, its purposes and desired outcomes, with a clear focus on the relevance of training.
 - ❖ The trainer demonstrates the job in order to give the employee a model to copy. The trainer demonstrates to him the right way of doing the job.
 - ❖ The trainer is then asked to copy the trainer’s demonstration. Demonstrations by the trainer and practice by the trainer are repeated till the trainer master the right way to perform the job.
 - ❖ Finally the employee does the job independently without supervision.

- **Apprentice Training:** Apprenticeship training may be traced back to medieval times when those who wanted to learn trade skills used to bind themselves to master craftsman to learn by doing the work under his guidance. During earlier periods, apprenticeship was not restricted to artisans only. It was used in training for the profession including medicine, law, teaching etc.

In today's organizations, apprenticeship training is a structured process by which people become skilled workers through a combination of classroom instructions and on-the-job training. It is widely used to train individuals for many occupations. Many organizations have apprenticeship laws with supervised plans for such training.

- **Internships & Assistantships:** In educational institutions and business firms have a joint programme of training. Selected candidates carry on regular studies for the prescribed period. They also work in some factory or office to acquire practical knowledge and skills. This method helps to provide a good balance between theory and practice. But it involves a long time period due to slow process. Internship and assistantships training is used in professional courses.
- **Job Rotation:** Job Rotation training is the broadening of the background of the trainee in the organization. If the trainee is rotated periodically from one job to another job, he acquires a general background. He understands the larger organizational perspective and different functional areas. He attains a better sense of his own career objectives and interests. Rotation allows the trainees to build rapport with a large number of individuals within the organization and facilitates future co-operation among departments. The cross trained personnel will be more flexible in future in case of transfers, promotions or replacements.

Work suffers because of the disruptions caused by such changes. As specialization advances, rotation becomes less useful as few people have the

technical knowledge and skills to move from one functional area to another. To get the best results out this method, it should be tailored to the needs, interests and capabilities of the individual trainer and not be standard sequence that all trainees undergo.

- **Coaching:** The other main form of training and development that takes place in the work situation is the coaching of an individual by or in association with his boss. As with the less complex desk training, coaching utilizes work and work events as the vehicles for development and occurs principally at the workplace. However other forms of training can be included in the overall coaching plan, but the main feature of coaching is that it is a real event, using real work and involving the learner's own boss.

B. OFF-THE-JOB TRAINING METHODS: In off the job training methods the trainees have to leave their workplace and devote their entire time to the training. A few off the job training techniques are as follows:

- **Vestibule Training:** In this method, a training centre called vestibule is set up and actual job conditions are duplicated or stimulated in it. Expert trainers are employed to provide training with the help of equipment and machines which are identical with those used at the work place. This method of training is used primarily when large number of employees must be trained quickly, as needed, as a result of expansion of business activities by firms or industries, although it is also helpful as a preliminary to on-the-job-training
- **Lecture:** Lecture is a verbal presentation of information by an instructor to a large audience. The lecturer is presumed to possess a considerable depth of knowledge of the subject at hand. A virtue of this method is that it can be used for very large groups, and hence the cost per trainee is low. This method is mainly used in colleges and universities, though its application is restricted in training factory employees. Limitations of the lecture method account for its low popularity. The method violates the principle of learning by practice. It constitutes a one-way communication. There is no feedback from the audience. Continued learning is likely to bore the audience. To break the boredom, the lecturer often resorts to jokes,

and other attention-getters. This activity may eventually overshadow the real purpose of instruction. However, the lecture method can be made effective if it is combined with other methods of training.

- **Conference or Discussion:** Conference or discussion training methods have been adopted in many organizations in order to escape the limitations of the lecture method. In conferences, the participants pool their ideas and experiences to arrive at improved methods of dealing with the problem which are the common subject of discussion. Conference may include sessions that divide the conference into small groups for intensive discussion. These small groups then report back their conclusions or questions to the whole conference. Conference method allows the trainer to look at the problems from a broader angle. However, unless the conference is directed towards the required need of the participants, they may feel that the whole exercise is useless.
- **Case Study:** It is a written description of an actual situation in business which provokes, in the readers mind, the need to decide what is going on, what the situation really is or what the problems are and what can and should be done. Taken from the actual experiences of organization, these cases represent attempts to describe, as accurately as possible, real problems that managers have faced. Trainees study the cases to determine problems, analyze causes, develop alternative solutions, select the best one, and implement it. Case study can provide stimulating discussions among participants, as well as excellent opportunities for individuals to defend their analytical and judgment abilities. It appears to be an ideal method to promote decision-making abilities within the constraints of limited date.
- **Role Play:** Role Playing is a method of human interactions that involves realistic behavior in imaginary situations. Role playing involves action, doing and practice. The trainees play the role of certain characters . The different position holders in the organization. By role playing, a trainee can broaden his experience

by trying different approaches, roles, while in actual practice; he often has only one role to play

- **Simulation:** A simulator is any kind of equipment or technique that duplicates as nearly as possible the actual conditions encountered on the job. Simulation then, is an attempt to create a realistic decision-making environment for the trainee. Simulations present likely problem situations and decision alternatives to the trainee.

- **Programmed Instruction:** This is a method where training is offered without the intervention of a trainer. Information is provided to the trainee in blocks, either in a book form or through a teaching machine. After reading each block of material, the learner must answer a question about it. Feedback in the form of correct answers is provided after each response. Thus, programmed instruction involves:
 1. Presenting questions, facts, or problems to the learner.
 2. Allowing the person to respond
 3. Providing feedback on the accuracy of his or her answers
 4. If the answers are correct, the learner proceeds to the next block.

- **Sensitivity Training:** Sensitivity training uses small numbers of trainees, usually fewer than 12 in a group. They meet with a passive trainer and gain insight into their own and other's behaviors. Meetings have no agenda, are held away from workplaces, and questions deal with the 'here and now' of the group process. Discussions focus on 'why participants behave as they do, how they perceive one another, and the feelings and emotions generated in the interaction processes.

The objectives of sensitivity training are to provide the participants with increased awareness of their own behavior and how others perceive them-greater sensitivity to the behavior of others and increased understanding of group processes. Specific results sought include increased ability to empathize with others, improved listening skills, greater openness, increased tolerance of

individual differences and increased conflict-resolution skills. Sensitivity training can go by a variety of names-laboratory training, encounter groups or T-groups (training groups).

It is worthwhile to elaborate on important techniques of training. It is explained in the following lectures, audio-visuals, one-the-job training, programmed instruction, computer-aided instruction, simulation and sensitivity training.

- ❖ **Lectures:** Lecture is a verbal presentation of information by an instructor to a large audience. The lecturer is presumed to possess a considerable depth of knowledge of the subject at hand. A virtue of this method is that it can be used for very large groups, and hence the cost per trainee is low. This method is mainly used in colleges and universities, though its application is restricted in training factory employees

Limitations of the lecture method account for its low popularity. The method violates the principle of learning by practice. It constitutes a one-way communication. There is no feedback from the audience. Continued learning is likely to bore the audience. To break the boredom, the lecturer often resorts to jokes, and other attention-getters. This activity may eventually overshadow the real purpose of instruction. However, the lecture method can be made effective if it is combined with other methods of training.

- ❖ **Transactional Analysis** provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is a transaction.
- ❖ **Audio-Visuals:** Television and Video instructions are used in training and development programmes. Today, programmes on management problems are arranged on TV network regularly.
- ❖ **Business games:** Here the trainees are divided into groups. One team has to consider itself as the management of an existing firm and come up with the solution of a particular problem with subjects related to production, pricing, research,

expenditure, advertising etc. and other group should assume themselves as competitors and react to their decisions.

1.6 DISTINCTION BETWEEN TRAINING AND DEVELOPMENT:

Difference between training and development:

Points of Difference	Training	Development
Nature	Tangible in nature. Training is more specific, job-related information.	Intangible in nature. Development is more general in nature, especially at the top level management level.
Importance	Training is important because technology is improving and changing.	Development is important to adapt to new technology and changing patterns in organization.
Skills	Training deals with non-human skills.	Development deals with human skills.
Directed towards	Training is normally directed at operative employees and relates to technical aspects.	It is directed at managerial personnel to acquire conceptual and human skills.
Methodology	Greater emphasis on ON-JOB methods	Greater emphasis on OFF the Job methods.
Frequency	Training is less frequent; it is carried out mostly at induction and every succeeding stage of the job.	It is more frequent and continuous in nature.
Who imparts	Mostly the supervisors impart training	Supervisors, external experts and self undertake

		development.
Relevance	Training is of more relevance at junior-levels.	Development is of higher relevance at middle and senior levels.
Cost involved	Imparting is less expensive	Imparting development is more expensive.
Duration	Training courses are designed mostly for short term.	It involves a broader long-term education for a long run term.

In other words, training relates to skill impartation, short-term oriented and mainly for workers. On the other hand, development relates knowledge orientation, long-term and for executives and managers. Both training and development brings about attitudinal changes, building up self-confidence and enhancing competencies to do the given job better. It also imparts ethical orientation to employees and executives in the organizations. Training is an important input to achieve the desired output and outcomes by the organizations. Training is a useful investment on the employees to get competitive advantage for the company through reduced cost per unit, wastages, losses and increased productivity, profitability and market share.

Development of executives and managers in the organizations helps to solve company related, and environmental related problems. The management development programme is aimed at imparting decision-making ability, organizing ability, leadership and motivational skills, figuring out the ensuing opportunities and threats related to the organizations. Training and development are inextricable for an employee of an organization to stay competitive and withstand shocks, pressures and stress related to work environment. Training enables the employees to be proactive and enables them on value-addition strategies, besides satisfying their personal goals.

Coaching: coaching by the supervisor is an important and potentially effective approach. It is a kind of daily training and feedback given to employees by their immediate supervisors. It involves a continuous process of learning by doing. Coaching involves direct personal instructions and guidance, usually with extensive demonstration and continuous critical appraisal and correction. It has the advantage of increased motivation for the trainer and minimization of the problem of transfer from theory of practice. However, the method will lose its value if the coach does not possess the requisite skills to guide the trainer in a systematic way. Effectiveness of coaching depends upon the patience and communication skills of the coach. He will have to:

- Explain appropriate ways of doing things
- Make clear why some actions are taken
- State the observations accurately
- Offer possible alternatives
- Give suggestions whenever required
- Follow up

Learning: The process whereby individuals acquire knowledge, skills and attitudes through experience, reflection, study or instruction.

Education: The purpose of education is to teach theoretical concepts and develop a sense of reasoning and judgment. That any training and development programme must contain an element of education is well understood by HR specialists. Any such programme has university professors as resource persons to enlighten participants about theoretical knowledge of the topics proposed to be discussed. In fact, organizations depute or encourage employees to do courses on a part-time basis. Chief Executive Officers are known to attend refresher courses conducted by the business schools. Education is more important for managers and executives than for lower-cadre workers.

Mentoring: In mentoring, senior person in the organization assumes the responsibility for training as well as grooming of a junior person. A mentor acts as a teacher, guide, counselor philosopher, exemplar, supporter of the junior person. The basic objective of mentoring is to help an employee gain psychological maturity and effectiveness and get

integrated with the organization. Mentoring can take place both at formal and informal levels depending on the prevailing work culture and commitment from the management.

IMPEDIMENTS OF EFFECTIVE TRAINING:

There are many impediments which can make a training programme ineffective. Following are the major hindrances.

1. **MANAGEMENT COMMITMENT IS LACKING AND UNEVEN:** most of the companies do not spend money on training. Those that do tend to concentrate on managers, technicians and professionals. The rank-and-file workers are ignored. This must change, for, as a result of rapid technological change, combined with new approaches to organizational design and production management workers are required to learn of new skills.
2. **AGGREGATE SPENDING ON TRAINING IS INADEQUATE:** companies spend extremely small proportion of their revenues on training. Worse still, budget allocation to training is the first item to be cut when a company faces a financial crunch.
3. **EDUCATION INSTITUTIONS AWARDS DEGREES BUT GRADUATES LACK SKILLS:** this is the reason why business must spend vast sums of money to train workers in basic skills. Organizations also need to train employees in multiple skills. Manager, particularly at the middle level, need to be retrained in team playing skills, entrepreneurship skills leadership and customer-orientation skills.
4. **LARGE SCALE POACHING OF TRAINED WORKERS:** trained work force is in great demand. Unlike Germany, where local business groups pressurize companies not to poach on another company's employees, there is no such system in our country. Companies in our country however, insist on employees to sign 'bonds of tenure' before sending them for training, particularly before deputing them to undergo training in foreign countries. Such bonds are not effective as the employees or the poachers are prepared to pay the stipulated amounts as compensation when the bonds are breached.

5. **NO HELP TO WORKERS DISPLACED BECAUSE OF DOWNSIZING:** organizations are downsizing and de-layering in order to trim their work force. The government should set apart certain fund from the National Renewal Fund for the purpose of retraining and rehabilitating displaced workers.
6. **EMPLOYERS AND B-SCHOOLS MUST DEVELOP CLOSER TIES:** B schools are often seen as not responding to labour market demands. Business is seen as not communicating its demands to B schools. This must change. Businessmen must sit with Dean and structure the courses that would serve the purpose of business better.
7. **ORGANISED LABOUR CAN HELP:** organized labour can play a positive role in imparting training to workers. Major trade unions in our country seem to be busy in attending to mundane issues such as bonus, wage revision, settlement of disputes and the like. They have little time in imparting training to their members.

TRAINING AS AN INVESTMENT ON HUMAN ASSET:

The right employee training, development and education, at the right time, provides big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution. Learn the approaches that will guarantee your training brings a return on your investment.

The American Society for Training and Development (ASTD) says:

"Although organizations grappled with some of the worst economic conditions in several decades, business leaders continued to dedicate substantial resources to employee learning in 2009. ASTD estimates that U.S. organizations spent \$125.88 billion on employee learning and development in 2009. Nearly two-thirds of the total (\$78.61 billion) was spent on the internal learning function, and the remainder (\$47.27 billion) was allocated to external services. Direct learning expenditures, such as the learning function's staff salaries, administrative costs, and non-salary delivery costs are included in this figure. A drop of 6.1 percent in overall spending from 2008 to 2009 is due to cuts in these expenditures by some organizations."

The ASTD study found that:

"The average annual expenditure per employee in ASTD's sample of large organizations (BMF) there was a slight increase in spending on workplace learning and development in 2009. The average annual learning expenditure per employee for all companies surveyed grew from \$1,068 in 2008 to \$1,081 in 2009—an increase of 1.2 percent. Although overall spending on employee learning and development decreased slightly in 2009, on average, learning functions were serving a smaller workforce; therefore the annual learning expenditure per employee increased slightly."

"As in past years, Forum organizations and BEST Award winners spent more on learning and development per employee than the consolidated sample. However, they spent less overall per employee in 2009 than in 2008."

Why do organizations bother with training? Can't we just rely on people learning for them? Why should we go to the trouble and expense of trying up human resources to plan, manage, organize, deliver and evaluate training, not to mention losing people's production while they learn 'off the job'?

There are a number of reasons to justify why we should not rely simply on an individual's ability to learn naturally.

- They are more likely to learn 'bad habits' or a way that is wrong.
- They may never be able to carry out the task competently.
- They may pose a health and safety risk, to themselves and to others.
- Once a task has been learned and practiced incorrectly, it is difficult to unlearn and then relearn.
- Incompetency performance will usually result in poor quality outcomes.

All of the above can result in high hidden costs to the organization.

Hidden costs include customer complaints and rectification, high labour turnover, poor customer care; high reject rates, equipment downtime through misuse or poor maintenance, etc. These may be everyday occurrence in the organization, and indeed can sometimes be seen as part of the culture of the organization. This is potentially damaging to the organization in the medium to long term as these problems are often not seen as resulting from a lack of training.

Training is therefore very important in this context. If an organization relies wholly on the naturally occurring learning process, apart from the problems identified above, the organization may never be successful. Learning is also a critical success factor for an organization because if the sales force are not trained in a new product or service, or production staff in a new piece of equipment, or managers in their new technology, etc, then the learning could take too long to be effective, or could be wrongly directed.

Effective learning plus effective resources equal effective outcomes and training is the means by which a systematic process is directed at improving performance, through organized learning, to produce effective outcomes.

As trainers, whether full-time or part-time, in-house, line managers or consultants we are convinced that training is an investment that is cost-effective and necessary to the long term success of the organization, so why do many boards of directors and senior managers not share the same view? Why is training seen as a cost instead of an investment?

A report produced in 1985 by Coopers and Lybrand, as a result of a study to examine the attitudes of British management compared to their European counterparts, refers to investment in vocational education and training. Some of their findings relating to British attitudes to investment in training are:

- Expenditure on training rarely seen or treated as an investment in any financial sense.
- Decisions on training expenditure tend to be made at the manager level rather than at chief executive level.
- When decisions are made they tend to be reactive rather than proactive.
- Training expenditure is seen as an overhead that can be reduced when times are hard rather than as an investment leading to improved competitiveness.

Compare this with the German management attitude where business recession is seen not only as a opportunity to train for the future, but as a necessity in order to meet continued challenges.

One of the major challenges facing organizations, not only in UK but also in many other countries throughout the world, is the need to recognize the relationship between systematically applied training and profitability. In an attempt to promote this in the UK

the Department Of Employment. Since 1987, has embarked on an Annual National Award Program in its quest to raise the awareness of the organizations to the necessity of investing in training. It states:

CONCLUSION

Training is a business activity. Its objectives are serious and it requires serious management, training exists to support the business. The business does not exist to support training, so, inevitably, training is the responsibility of business leaders, not just personnel specialists, when it receives proper attention from top management it can assist the strategic development of the business, improve operational performance and help to cope with contingencies. Employment Department (1992)

A more recent initiative in the UK is the Employment Department Investors in people award. In order to qualify for the award the organization needs to demonstrate commitment to continuous people development of its human resources.

information is of direct relevance to you as a trainer because for your role to be effective your interventions need to address the major issues affecting your organization. You need to be able to provide evidence that you are attending to some of those issues.

For your training to be seen as relevant, and therefore as an investment, you must be able to establish strong links between the identified problem, the aim of the training, the likely costs of the intervention and the identified outcomes in terms of performance improvement. The stronger the identified links between training and the organizations' performance, the stronger and more credible your continued requests or investment in training.

Performance problems and training investment are not simply confined to private or production oriented organizations, however, public sector or service providers are equally vulnerable. It may be more difficult, in a service-based organization, to identify specifically where performance problems are likely to occur. This is further complicated by what we seen as problems. In many instances, what is perceived as a performance problem may be only a symptom of something happening elsewhere in the organization.

References

- Alan Coetzer, Janice Redmond, Jalleh Sharafizad, (2012) "Decision making regarding access to training and development in medium-sized enterprises: An exploratory study using the Critical Incident Technique", European Journal of Training and Development,
- Alexandre Ardichvili, (2012) "Sustainability or limitless expansion: paradigm shift in HRD practice and teaching", European Journal of Training and Development,
- Allan A. Gibb (1997) in his article 'Small Firms' Training and Competitiveness. Building Upon the Small business as a Learning Organization'
- Ann Valentin Kvist, (2012) "Immigrant groups, vocational training, and employment", European Journal of Training and Development,
- Anne Bartlett-Bragg, (2009) "Reframing practice: creating social learning networks", Development and Learning in Organizations,
- Carl James, Ian Roffe, (2000) "The evaluation of goal and goal-free training innovation", Journal of European Industrial Training,
- Daugherty, Jill D.; Blake, Sarah C.; Kohler, Susan S.; Culler, Steven D.; Hawley, Jonathan N.; Rask, Kimberly J.(2013)0
- David Devins, Steve Johnson, John Sutherland, (2004) "Employer characteristics and employee training outcomes in UK SMEs: a multivariate analysis", Journal of Small Business and Enterprise Development,
- Denny Hall (2013) The Training Within Industry Approach Resurges in the U.S. Workforce (See document information page 30)
- Johannes Moskaliuk, Joachim Kimmerle, (2009) "Using wikis for organizational learning: functional and psycho-social principles", Development and Learning in Organizations, Vol. 23 Iss: 4, pp.21 - 24

- Justin Arneson, William J. Rothwell, Jennifer Naughton (2013) Training and Development Competencies Redefined to Create Competitive Advantage (See document information page 47)