DKU24: MANAGEMENT OF TRAINING AND DEVELOPMENT

UNIT I

The purpose of this paper is to provide an in depth understanding of the role of training in HRD and to enable the course participants to manage the Training Systems and Processes.

UNIT II

Training process-an overview, Role responsibilities and challenges to training managers, objectives, identifying location, duration and techniques training need assessment and action research. Instructional objectives and lesson planning.

UNIT III

Learning process-Training climate and pedagogy development training modules. Training methods and techniques; facilities planning and training aids. Training communication Evaluation of Training.

UNIT IV

Development objectives, identifying development needs-Evaluation Development policy-preparing development policy.

UNIT V

Development plans and designing development programme. Issues in development appraisal, remuneration and Succession. Evaluation of Development effectiveness.

References:

1. Taylor and Lippiff -Management Development and Training Hand Book
2. L.W.Humble -Management Development and Training Hand Book
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UNIT –I

Lesson -1 Role of Training in Human Resource Development

1.1 Introduction:

Training and Development is a structured program with different method designed by professionals in particular job. It has become most common and continuous task in any organisation for updating skills and knowledge of employees in accordance with changing environment. Optimisation of cost with available resources has become pressing need for every organisation which will be possible only by way of improving efficiency and productivity of employees, possible only by way of providing proper employee training and development conditioned to that it should be provided by professionals.

Training involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behaviour of those trained and to enable them to do their jobs better. Training makes newly appointed employees fully productive in lesser time. Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing the things.Training is a continuous process and does not stop anywhere. The top management should ensure that any training programme should attempt to bring about positive changes in the knowledge, skills, and attitudes of the employees

1.2 Definition of Training:

Training is often looked upon as an organized activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training programme.

There are several textbook definitions of training, but the one by Edwin B Flippo is generally well accepted. According to Flippo, "Training is the act of increasing the knowledge and skills of an employee for doing a particular job".

1.3 Purpose of Training

Udai Pareek has observed that there are three elements of training – purpose, place and time. Training without a purpose is useless because nothing would be achieved out of it. The purpose must be identified carefully and now there are a large number of techniques, to be discussed in subsequent lessons, available for establishing training needs. After having identified the purpose of a training programme, its place must be decided i.e. whether it has to be on the job or off the job. If off the job, where a training programme should be. Place would decide the choice of training method and also influence its effectiveness. The next element is the time. Training must be provided at the right time. A late training would provide outdated knowledge, which would be useless for the employees. The timing has also to be specified in physical terms, i.e. which month/week of the year and at what time of the day. This can have a lot of ramifications in terms of the cost of training and its ultimate efficacy in achieving the desired results. The purpose of training is to bring about improvement in the performance of the human resources. It includes the learning of such techniques as are required for the intelligence performance of definite tasks. It also comprehends the ability to think clearly about problems arising out of the job and its responsibilities and to exercise sound judgement in making decisions affecting the work. Lastly, it includes those mental attitudes and habits, which are covered under the general term 'morale'.

1.4 Objectives of Training

The objectives of training can vary, depending upon a large number of factors. The objectives depend on the nature of the organization where training has to be provided, the skills desired and the current skill levels. It is difficult to draw generalizations of the objectives of training; still they can be stated as under:

1. To increase the knowledge of workers in doing specific jobs.

2. To systematically impart new skills to the human resources so that they learn quickly.

3. To bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization.

4. To improve the overall performance of the organization.

5. To make the employees handle materials, machines and equipment efficiently and thus to check wastage of time and resources.

6. To prepare employees for higher jobs by developing advanced skills in them.

7. To reduce the number of accidents by providing safety training to employee

1.5 Training and Development Its Role in Achieving Organization:

Is investment in the area of training and development linked to the bottom line within the business. Increasingly, high performing organizations today are recognising the need to use best training and development practices to enhance their competitive advantage. Training and development is an essential element of every business if the value and potential of its people is to be harnessed and grown. Many studies have highlighted the clear links between well designed and strategic training and development initiatives and the bottom line within the business. The image of an industry and of individual employers is also influenced by the extent and quality of staff training and development.

Potential employees in such an open labour market will assess the track record of prospective employers in this vital area. Career Progression and development is an increasingly attractive or even basic requirement for many such employees. In today's business climate where all industries are experiencing staff and skills shortages, companies are faced with stiff internal and external competition for quality employees. Each employer who invests seriously in the area of training and development will reap the benefits of an enriched working environment with higher

Training and development is the field which is concerned with organizational activity aimed at bettering the performance of Individuals and groups in organizational setting. It is a combined role often called human resources development (HRD) meaning the development of "Human" resources to remain competitive in the marketplace. Training focuses on doing activities today to develop employees for their current jobs and development is preparing employees for future roles and responsibilities. It carry out an analysis that the objective of training and development is to creative learning organizations which ensure that employees through value addition can effectively perform their jobs, gains competitive advantage and seek self growth: this measurable performance resulting from good training and development, shall enhance organization development. It is a process transferring information and knowledge to employers. It is equipping employers to translate that information and knowledge into practice with a view to enhancing organization effectiveness and productivity, and the quality of a management of people. It should be considered along with education policies and systems which are crucial to the development of human resources.

Conventional 'training' is required to cover essential work-related skills, techniques

and knowledge, and much of this taking a positive progressive approach to this sort of traditional training. Training and development guide is oriented chiefly around what's good for people, rather than chiefly what's profitable for organizations. The reason for this is that in terms of training, and development, what's good for people is good for the organizations in which they work–what's good for people's development is good for organizational performance, quality, customer satisfaction, effective management and control, and therefore profits too. Organizations which approach training and development from this stand point inevitably foster people who perform well and progress, and importantly, stay around for long enough to become great at what they do, and to help others become so.

Training is a very commonly used word, it traditionally 'belongs' to the trainer or the organization, it should be about whole person development–not just transferring skills, the traditional interpretation of training at work. Being realistic, corporate attitudes and expectations about what 'training, and does cannot be changed overnight, and most organizations skill see 'training' as being limited to work skills, classrooms and power point presentations-However, when your start to imagine and think and talk about progressive attitudes to developing people beyond and traditional skills training. The objectivity of training and development and its continued learning process has always been leverage with an organization and now it has become rather an over arching trend of social needs, emphasizing that organizations must inculcate learning culture as a social responsibility. It has been also proved by many studies in the past that there are sound connections between various training and development practices and different measures of organizational performance.

Lesson -2 Training systems and process

In order to ensure that our employees are equipped with the right kind of s,knowledge and abilities to perform their assigned tasks, training and development plays its crucial role towards the growth and success of our business. By choosing the right type of training, we ensure that our employees possess the right skills for our business, and the same need to be continuously updated in the follow up of the best and new HR practices. To meet current and future business demands, training and development process has assumed its strategic role and in this regard .Training and career development are very vital in any company or organization that aims at progressing. This includes decision making, thinking creatively and managing people. Training and development is so important because-

Help in addressing employee weaknesses

Improvement in worker performance

Consistency in duty performance

Ensuring worker satisfaction

Increased productivity

Improved quality of service and products

Reduced cost.

Reduction in supervision .

The process of change has influenced even the process of training itself. Earlier the people were acquiring training through apprentice

DEFINITION

The *Training Process Framework* is a model that defines the processes associated with managing a training organization.

OVERVIEW

The Training Process Framework was first created in 2007 by TrainingIndustry.com to assist managers of training organizations with understanding what processes were inherent in managing a training organization. The model originally identified 25 processes.

In 2008, Vendor Management was added to recognize that training organizations must manage this process when sourcing training services from external suppliers. This addition also signified the growth and strategic importance of sourcing for training services.

In 2012, Collaboration Platforms and Content to recognize the growing emphasis organizations are putting on informal and social learning. Collaboration Platform Management involves how training organizations use and manage social media tools for training. Content process of managing the aggregation of content into learning portals. This edit to the model also combined Scheduling and Registration Services into one process.

The framework now defines 26 processes categorized around four functional process groups: Administration, Content, Delivery, and Technology.

FUNCTIONAL GROUPS AND PROCESS DEFINITIONS:

Administration

Administration processes are those associated with managing the logistics and day-to-day operations of a training function. There are ten processes within this function, each of which is described below.

- *Strategic Planning* - This is the process of understanding and identifying learner's needs as related to the overall business objectives.

- *Client Relationship Management* - This process involves working with constituents and business management to identify needs, communicate strategy, and/or assist in problem resolution.

- *Scheduling and Registration Services* - This process involves scheduling, registering, enrolling and recording necessary information on learners planning to attend an upcoming learning event, as well as coordinating the logistics associated with the delivery of learning programs, assignment of instructors, provision for facilities and equipment, and communications with students.

- *Financials and Billing Services* - This is the process for departmental and corporate charge-backs, as well as billings and payables to external sources for training activities.

- *Assessments and Testing* - This process involves testing training participants and evaluating training programs.

- *Vendor Management* - This process includes the identification, qualification, sourcing, and management of third-party training vendors.

- *Tuition Reimbursement* - This is the process of managing the administration and reimbursement of college and education expenses.

- *Marketing and Communications* - This process involves internal communications about all aspects of learning services and external marketing about the sale of training programs.

- *Reporting and Metrics* - This process includes strategic measurement and reporting on the performance of the training organization.

- *Materials Fulfillment* - This process includes the printing, binding, and shipment of print publications used in the classroom, and the production and distribution of electronic materials for online training programs.

Content

Content processes are those related to creating and managing content; these processes are generally referred to as courses, workshops, seminars, webinars or programs. There are six processes related to the creation, curation and management of content, each of which is described below.

- *Portfolio Management* - This is the ongoing process of assessing, managing, and rationalizing learning curriculums, products, and resources.

- *Instructional Design* - This comprehensive process includes needs assessment (mode of delivery, technology, length of intervention, etc.) and also provides a link between strategic planning and CRM processes to all other business relationships.

- Content Development - This process involves the creation of learning programs from design to a deliverable product.

- Content Duration - The process of sorting through available content and presenting it in a way that is meaningful and relevant to a specific topic or theme.

- Graphic Design - This process provides the visuals used during the content development process.

- Content Refreshment - This process establishes the ongoing review of programs within the learning portfolio, and ensures that content elements are updated as needed.

Delivery

The Delivery functional group includes the processes associated with the transfer of information. There are six processes related to the instruction and delivery of content, each of which is described below.

- Instructor Recruitment - This process involves the selection of instructors for the delivery of learning programs.

- Instructor Development - This process directs training instructors on how to effectively delivery the learning intervention. "Train-the-Trainer" programs often include real world training on the subject areas, as well as methods and techniques for the proper and appropriate delivery of training.

- Instruction - The instruction process involves the actual conveyance of information from instructor to learner, whether delivered in a print, online, or electronic environment, or in the classroom.

- Classroom Support - Classroom Support involves the day to day logistics of classroom set up, clean up, and fulfillment of materials for instruction and assessment.

- Course Feedback - This is the process of circulating assessment information regarding the method of delivery and design back to the designer and developer so that the programs can be modified and continuously improved. In addition, participant information and evaluation data should be managed in the feedback process.

- ▪ Real Estate and Facilities - This process involves the selection of locations for the delivery of learning programs.

Technology

This functional group includes the processes of managing the technologies that are inherent in creating, managing, and delivering training. There are five processes related to managing technologies, each of which is explained below.

- ▪ *LMS/LCMS Management* - This is the actual process for maintaining and supporting administrative platforms such as Learning Management Systems (LMS) and Learning Content Management Systems (LCMS).

- ▪ *Authoring Systems Management* - This process involves maintaining and supporting the tools and technologies used during instructional design and content development.

- ▪ *Delivery Platform Management* - This process includes providing technical and learning support for the technology used for electronic and online delivery of learning programs.

- ▪ *Collaboration Platform Management* - This is the process of managing social and collaborative tools for the purpose of knowledge sharing and team learning.

Let me share with you 3 most important ingredients / elements of infrastructure you would need to manage well to manage training operations. Having a great handle on these three elements will make you successful training or learning manager who can deliver reproducible and repeatable results with reliability.

These 3 elements are:

a)   Processes

b)   Systems

c)   Structure

1. **PROCESSES: The "heart" of the training organization**

Believe me: Processes are the HEART of the training and learning operations. Without these a training department will stop beating. Processes are very important ingredient of successful training operations. Training and learning environment is unique in the sense that actions performed in this environment are usually not simple one-off "open/close" status of several actions. Rather it requires permanent fixes. To ensure results are reproducible, training processes play a great role in building that culture of 'permanent fix' into training operations.

What is deemed as process? Processes are recurring and usually man-independent activity. An activity may be converted into process if it is required to be performed several times and several different people may be running the same. The reliability, repetitiveness and reproducibility of outcomes become very important for robustness and effectiveness of training operations.

The irony with any training or learning department is the range of processes it accompanies, no matter the scale of operations. The processes are fundamental building blocks of any successful training and learning organization. The processes range from enrollments, scheduling, train-the-trainer, training request from customers, participant orientations, processes inside the classroom, processes for evaluation etc. to name a few.

The output of one process may be feeding into another process. Thus robustness of each of the process is very crucial for failure-proof operations.

How would you acquire this?

Well, this has lot to do with your own process orientation. Some of the tips are:-

- Develop a high level process map for the department operations under you. Just represent the component processes as blocks to begin with. That will help you gauge the quantum and range of processes you and your team may be employing.

- Given the amount of the processes you may have, it may not be really feasible for you to map out all of them in one go. Take it slow. Focus on the most crucial processes first, which may impact the company bottom-line results if executed with errors. Map those first.

- Delegate the blocks among your team members to draft the process map or service blueprint of the processes they use very often with a focus on inputs and outputs. This will help you integrate it with high-level process you may create on department level.Why process mapping is important? This will help you clarify inputs, outputs and failure-points of a process. This also helps you present your case for improvements to your team and to your manager.

2. **SYSTEMS: The "Mind" of the training organization**

Mostly systems are stable and expected to be stable. Processes are subject to improvement and change. However, processes work within boundary of a system or systems. Processes usually define what we are going to do with the information and how it will be processed.The example of the systems you may have is: LMS system, customer management tracking system, etc. Usually systems and processes go hand-to-hand. Your training operations may have system of how customer training demand is captured or logged. And you may have a process how you make decision on entertaining those requests. Thus systems are tied with processes.In several instances systems and processes may mean same thing. Again, it also depends on what you view as system and what you view as components of the system. On one side you may consider your enrollment management system as system which consist of several processes like how someone will make a training request, how the training requests will be responded to, how the pricing of training will be computed to name a few. On the other side, you may call training re1uest logging "process" as a system if this acts independently of others and if you are simply using it to take the requests and process in some other system.

3. **STRUCTURE: The "body" of the training organization**

Structure plays a great role in putting systems and processes together into fully functional unit. This acts as the body of the training organization. Structure provides the clarity to the training operations. Very often your will encounter this question from your internal or external customer that "how are your solutions structured?" or "how is your training operations structured?"When you split your customer training offerings in two tiers like basic courses and advanced courses, you actually create a structure. When you group your team members by project, you create a structure. When you assign one person for certain type of communication and interactions, you create the structure. In reality, structure may be all

pervasive ranging from your team members, to your meetings, to your e-mail communication to your customer training offerings.When you change the structure within a system or among several systems, it may have profound impact on the overall training efficiency and effectiveness. Processes and systems do help you maintain the reliable operations, but structure play an important role in operational efficiency. Processes and systems are basically carriers which help structure stay stable.

UNIT - II

Lesson – 3 Role, Responsibilities and Challenges to Training Manager

As training manager, one of the crucial responsibilities they will have to design and develop a viable structure how your systems are connected or arranged in doing your training operations and projects. Their goal will be to employ an efficient structure (or structures) which result in stable systems and effective hassle-free processes.

Training Need

Training is important, not only from the point of view of the organization, but also for the employees. It gives them greater job security and an opportunity for career advancement. A skill acquired through training is an asset for the organization and the employee. The benefits of training stay for a very long time. Training can become obsolete only when there is a complete elimination of the desired for that skill and knowledge, which may happen because of the technological changes. In general terms, the need for training can arise because of the following reasons:

(i) Changing Technology.

Technology is changing at a fast pace. Be it any industry, technological changes are changing the way in which operations were done. Newer machines are being used for automation of the processes. Computers have made the controls very easy. Advances in information technology have enabled greater degree of coordination between various business units, spread far across the globe. In order to keep themselves abreast with the changes, the employees must learn new techniques to make use of advances in the technology. Training needs to be treated as a continuous process to update the employees in new methods and procedures.

(ii) Demanding Customers.

As the free markets become stronger, customers are becoming more and more demanding. They are much more informed about the products. They have many sources of information. Intensified competition forces the organizations to provide better and better products and

services to them. Added to the customer conscious, their requirements keep on changing. In order to satisfy the customers and to provide best of the quality of products and services, the skills of those producing them need to be continuously improved through training.

(iii) Thrust on Productivity.

In the competitive times, organizations cannot afford the extravaganza of lethargy. They have to be productive in order to survive and grow. Continuous improvement of the employees' skills is an essential requirement for maintaining high standards of productivity. Productivity in the present times stems from knowledge, which has to be relearned continuously.

(iv) Improved motivation.

Training is a source of motivation for the employees as well. They find themselves more updated while facing the challenging situations at job. Such skill development contributes to their career development as well. Motivated employees have lesser turnover, providing an organization with a stable work force, which has several advantages in the long run.

(v) Accuracy of output

Trained workers handle their job better. They run their machines safely. They achieve greater accuracy is whatever job they do. This reduces accidents in the organizations. Adherence to accuracy infuses high standards of quality in t he products and services, thus giving them a competitive edge in the difficult times. Quality reduces wastages and ensures better customer satisfaction.

(vi) Better Management.

Training can be used as an effective tool of planning and control. It develops skills of the workers for future and also prepares them for promotion. It helps them in reducing the costs of supervision, wastages and industrial accidents. It also helps increase productivity and quality.

Designing a Training Programme

Some of the typical steps in designing a training programme are:

(i) Identification of training needs.

(ii) Setting training objectives.

(iii) Organizational set-up for training

(iv) Training operations.

(v) Evaluation of train

Training Objectives

Once the training needs are identified, the next step is to define specifically training objectives and to decide upon the methods to be adopted to achieve these objectives. The overall aim of any training programme is to increase organizational effectiveness. However, each training programme must also have specific objectives such as

1. Increased productivity
2. Improved quality
3. Better human resource planning
4. Higher morale
5. Better health and safety
6. Prevention of obsolescence
7. Enhanced personal growth

Organizational Set-Up for Training

Training has to be impacted by the people and in order to enable them work effectively; organization must have a structure that makes them work effectively and efficiently. However the issue of establishing a training centre within a company has to be addressed from the very first question that whether is it really feasible to have a separate training centre at all or not?

Advantages of having in-house training center:

In case a company decides to have its own training center, then it can reap several advantages, as mentioned below:

(i) Training programme shall be under the direct control of the executives.

(ii) The likeliness of a training programme to adhere to the objectives increases if it is being organized within the organization.

(iii) If training is a regular exercise, as it is the case of software, pharmaceuticals and ther companies, then it is feasible to have a separate training center. In such companies, training of staff continues throughout the year. So, the overhead expenses are reduced. Even permanent staff can be hired for management and imparting the training.

(iv) An in-house training center ensures the privacy of training. In the competitive times of today, privacy is an important issue because the competitors can copy the organization's efforts and offset its competitive advantage.

(v) Constant review of training effectiveness is easy if it is being imparted within the organization.

However, there are arguments favouring outsourcing of training as well. Nowadays the facilities required for training, such as hotels, conference rooms, training facilities etc. are available very economically. The external talent can also be hired at an economical cost. The trainees also tend to pay more attention to what is being said by the external expert. Moreover, external talent means more ideas and fresh talent. The emerging scenario is that the companies where training is a regular phenomenon may have a training center, while other might outsource the same. Even those outsourcing the same may have a permanent staff to coordinate and manage the training, while the external experts might be hired for imparting training. Usually, the considerations while deciding having an in-house training center or not are:

• The support of the top management towards training.

• The amount of investment, which an organization wants to make.

• Volume of the training programme.

• Continuity of the training programme.

• Flexibility of a training programme.

• Privacy desired in a training programme.

Lesson 4 Training Operations and Technique

From the operational angle, the following activities have to be undertaken to conduct a training programme.

(a) Selection of the Trainees.

The proper selection of trainees is very important factor that determines permanent and gainful results. A trainee must be provided the training which he really needs. Sometimes, the employees perceive training as a paid vacation. This might lead to wastage of the entire effort. The trainee might receive the training in a subject, which he is not very

likely to use. Again, the effort would be of no use. Sometimes, training is also seen as a sign of incompetence. The employees might resist the same. So, proper screening of the candidates for training improves the effectiveness of the training a programme. While giving training to an employee, the first step is to attempt to place him at ease. It is generally seen that many people are somewhat nervous when approaching an unfamiliar task. The instructor should not forget the newness of the training programme to the trainee though he has repeated experience of this. In addition to minimize any possible apprehension, the trainer should emphasize the importance of job, its relationship to the workflow and the importance of rapid and effective learning. Thus, the trainee must be given the proper background information before he starts learning the new skills and knowledge.

(b) Training the trainer.

The trainer is a key figure of any training programme. Before he is entrusted upon with the task of undertaking the training, he must be judged whether s/he him/herself is competent enough to do the same or not. The firms might engage a qualified instructor from inside or outside the organization. However, many insiders are not good instructors because they might not possess the ability to teach the skill. Trainer needs many qualities besides theoretical competence. He must be able to divide the job into logical parts so that he may take up one part at a time without losing his perspective of the whole. He must be tolerant and patient. He must be able to appreciate the value of training job in relation to the enterprise and an understanding of what the employees would go through in order to acquire the skills and knowledge as envisaged by the programme. The trainer has to have professional expertise to fulfill his responsibility. Therefore, it is desirable that the trainer must have knowledge about the job for which he is going to instruct the trainees. He must be able to suggest solutions to the practical problems faced by the trainees. The trainer should explain and demonstrate the operations step by step and should allow the trainees to repeat these operations. He should also encourage questions from the trainees in order to be sure that the trainees understand the job.

(c) Training Period.

The duration of a training programme depends upon the skill to be acquired, the trainee's learning capacity and the training methodology used, For example, a simple orientation programme for clerks may require an hour a day over a period of one week, while a course in computer programming may be require two hours a week for 10 weeks. The use of training aids usually helps to reduce the training time. To maintain interest and secure

maximum accomplishment, no single session should last longer than two hours. Another issue is whether the training should be given during working hours or after the working hours. If the training is given during working hours, the productivity may suffer and the organization will have to pay for this time. But if the training is arranged after the working hours, the employees may not be able to make full use of training programmes because they might be tired already. For effective training, the training manager should reconcile these situations.

(d) Training Methods and Material.

There are several on-the-job and off-the-job methods of training, mentioned in that lesson, the choice of any training method depends upon the specific objectives of the training programme and several other factors. To increase the effectiveness of training, some written material is usually desirable as a basis for instruction, review and reference. The training section may prepare the training material with the help of line supervisors to be used for different jobs. A complete outline of the whole course should be made with the main topics included under each heading. The training material should be distributed among the trainees well in advance so that they may come prepared in the lecture class and may be able to understand the subject quickly and may remove their doubts by asking questions from the instructor.

Evaluation of Training.

Management of training would not be complete without proper evaluation of training. Training is a very costly and time-consuming process. It is essential to determine its effectiveness in terms of achievement of specific training objectives. Individuals like to know how much they learnt or how well they are doing. The sooner employees know the results of a quiz or test, the sooner they can assess their progress. The sooner employees receive positive feedback from the t trainer, the less time they will waste. Self-graded tests and programmed learning kits provide the necessary feedback to a person on his progress on a particular subject. This principle does not necessarily mean frequent testing, but the more immediate the feedback on learning the more motivating it is likely to be. Evaluation of training would provide useful information about the effectiveness of training as well as about the design of future training programmes. It will enable an organization to monitor the training programme and also to modify its future programmes of training. The evaluation of training also provides useful data on the basis of which relevance of training and its integration with other functions of human resource management can be examined.

Consultants are frequently called to help organization leaders identify and solve problems. However, few research reports reveal the holistic nature of the process. This case study helps fill that void with naturalistic inquiry into a process consulting intervention.

Action Research

This action research describes an external consultant's intervention with leaders of a large federal agency over an 18-month period to help conduct and implement a training needs assessment (TNA). A naturalistic inquiry design used multiple methods to gather quantitative and qualitative data through three action cycles. The first cycle describes the TNA process and deliverables answering the organization's questions "What training was required and was being done, for whom, by whom, at what cost?" The second cycle revolves around the research questions "How do the organization's leaders view, value and make use of the TNA?" and "What happens as a result of the consultant/researcher's intervention?" The third cycle answers the question "What are the organizational dynamics that facilitate or inhibit the adoption of planned change?" Research findings were:

1) Organizational leaders valued and used the TNA to reorganize and centralize their training;

2) The intervention provided documentation and recommendations for short and long-term planned changes;

3) Cultural biases cast training as important but a low priority with hierarchical structures complicating centralizing actions.

The case study frames complex change through a systems perspective that combined theories from multiple disciplines. Action learning in the process reflects the paradoxes of learning that are often unrecognized and ususally unreported. The open-ended nature of the inquiry reveals the need for a high tolerance for ambiguity, extensive knowledge, flexibility, networking ability, and trust in the process. Research theories, methodologies, and assumptions were reassessed with some revealing conclusions: action research is not intuitively obvious nor widely recognized in fields of practice reinforcing the need to continuously improve ways to intervene.

Future recommendations are to: encourage more candid holistic reporting of action research; recognize that traditional research paradigms make action research riskier to pursue and defend; encourage leaders in all fields to continuously develop and use more tools, models, and networks to help improve our future organizations.

Training Effectiveness

Training effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during the programme. It is influenced by the attitudes, interests, values and expectations of the trainees and the training environment. A training programme is likely to be more effective when the trainees want to learn, are involved in their jobs and have career plans. Contents of training programme, and the ability of trainers also determine training effectiveness to a certain extent.

UNIT – III

Lesson – 5 Learning Process and Training Climate

The ability to learn is one of the most outstanding human characteristics. Learning occurs continuously throughout a person's lifetime. To define learning, it is necessary to analyze what happens to the individual. For example, an individual's way of perceiving, thinking, feeling, and doing may change as a result of a learning experience. Thus, **learning** can be defined as a change in behaviour as a result of experience. This can be physical and overt, or it may involve complex intellectual or attitudinal changes which affect behavior in more subtle ways. In spite of numerous theories and contrasting views, psychologists generally agree on many common characteristics of learning. performance v. To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems. Pilots and aviation maintenance technicians (AMTs) need to acquire the higher levels of knowledge and skill, including the ability to exercise judgment and solve problems. The challenge for the aviation instructor is to understand how people learn, and more importantly, to be able to apply that knowledge to the learning environment. This handbook is designed as a basic guide to educational

psychology. This chapter addresses that branch of psychology directly concerned with how people learn Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge, and attitudes. Various branches of learning theory are used in formal training programs to improve and accelerate the learning process. Key concepts such as desired learning outcomes, objectives of the training, and depth of training also apply. When properly integrated, learning principles, derived from theories, can be useful to aviation instructors and developers of instructional programs for both pilots and maintenance technicians. Training without appropriate mechanism for implementation is not worthy of valuable and scarce organizational resources. Primary requirements for effective training are assessment of needs, clear training policy, and support of the management, co-operation of the managers and adequate finance and resources . The goal of strategic, skill-building training is to produce meaningful, lasting behavior change in the participants who attend the sessions. Many authors have emphasized on importance of organizational context in effective delivery of training. Most of these attempts to define effective training imply that it is often an attempt to change the way the organization functions However, training professionals have little control or influence on the working of organization. They can improve effectiveness by working on other factors which may lead to effective training. It is argued that impact of training is moderated by multiple factors. Success depends not only on effective training delivery but also on such important elements as expert facilitation, contextual awareness, formal and informal support, real-world application, self-study, self-awareness, stress and celebration . All these factors

Training Climate

Training Climate in training room is the outcome of interaction of three stage factors. If these factors and their interaction with Training Climate are well understood by training professionals then it may lead to better delivery of training. In the following discussion, elaboration on the Training stages and training climate is being done and a model is proposed to understand interwoven relationship. It corresponds to planning, acquisition of necessary resources and identifying post training evaluation parameters. Planning for training includes setting of narrow and broad objectives, identification of training tools and trainers, selection of training methodology, scheduling etc. Acquisition of resources involves collecting and arranging all identified required resources. It is quintessentially important to identify post

training evaluation factors at pre training stage itself. It gives more credibility to training effort and helps trainer in orienting training towards attainment of organization objectives. Pre training stage is crucial as many important factors cannot be varied later during training stage if it was felt that some change is required

Training climate is the result of interaction between trainees and trainers in the context of training environment. Climate can either be favorable or unfavorable for effective delivery of training. (Lynton & Pareek, 1990) favorable and unfavorable climate ostensibly is the result of feelings of trainers and trainees. But these feelings are moderated by other factors having genesis in pre and post training stages. Favorable climate is manifested high degree of team work, trust and commitment on the part of both trainer and trainee. Unfavorable climate is expressed in low trust, unhealthy competition and lack of interest on the part of stakeholders. These are the outcome of interaction between individual, group, training and organizational factors. Individual factors are related with individual priorities, personal life situation and comfort level. Group factors include the sense of relatedness in the group, dynamics of the group, prior association among group members. This contributes to the participants feelings in training environment. Pedagogical factors which contribute are trainers' ability to relate, timing, structuring, scheduling and methodology. Organizational factors are perceived organizational support, work context in which training will be implemented and perceived positive or negative consequences of training on performance enhancement and assessment. As explained above training climate is the result of interaction between Participant's Feeling and Trainer's Feeling, however, each factor responsible for participant and trainer's feeling manifests itself at different stages of training. Understanding this relationship is important from diagnostic point of view. Complexities and subtleties of this relationship would give us ample scope of evaluating strength of a training program as well as help us in taking corrective action. The relationship model is proposed in figure. Individual factors influencing participant's feeling correspond to Pre Training Stage. It leads to the conclusion that to influence individual factors, action has to be taken at pre training stage. For example, if it is found during training that participants' have little interest or required knowledge about the training subject, nothing can be done at the stage. A proper analysis before training can only mitigate the problem to an extent. Certain Trainer as well as Trainee related factors which influence Trainer's feeling corresponds to Pre Training Stage. For example, trainer's command over the subject is one such factor about which no corrective action can be taken during training. It is essential to evaluate this before training at Pre

Training stage only. *4.2 Group and Pedagogical Factors* These factors which influence participant's feelings about training are classified in Training stage. Issues such as structuring, methodology, group dynamics has got direct bearing on the formulation of favorable or unfavorable climate. If we concentrate on structuring of the content, it is clear that the trainer would have some structure in his mind prior to the start of the training program, however, the final structure immerge only during training after he develops some under An effective teacher has a wide-ranging repertoire of different teaching and learning

Pedagogy development

Relationship between pedagogic approaches (teaching models), teaching strategies, techniques and methods of creating the conditions for learning in order to inform lesson design.The units are divided into four distinct colour-coded categories: Designing lessons,Teaching repetoire, Creating effective learners and Creating conditions for learning.The units in the Creating ffective learners category support the Key Stage 3National Strategy whole-school initiatives.

The study guides do not require teachers to attend any external course, although they do complement the Key Stage 3 National Strategy's training. A unit requires about five hours of study and five hours of work in the classroom. Each contains: • a clear presentation of them main ideas;

• case studies;

• tasks and classroom assignments;

• practical tips;

• opportunities for reflection;

• a summary of related research;

• suggestions for further professional development and guidance;

• an opportunity to set future targets, perhaps related to performance

management;

• accompanying video sequences.

Lesson 6 Training Modules and Training Techniques

Training modules contain basic texts, model forms, short handouts for workshops, and notes for trainers. Each module has a single topic, with different documents in it for different

actors or purposes. The first five modules contain short handouts to be used in an introductory workshop Analysis.

Analysis

Designing compelling and engaging training materials starts by analyzing the need for the training. For example, conduct a survey to determine what information people already have and what additional skills and knowledge they need to perform required tasks. You might also interview people who perform the task well to identify the characteristics of successful performance. Determine prerequisites that viewers must complete before starting your training module. For example, when designing a series of training modules on technical topics, start with the basic concepts, then continue with the more advanced topics.

Goals:

To meet expectations, gather requirements for your training module from sponsors, who provide funding to create the training, and stakeholders, such as anyone who might be impacted by the outcome of the training. Designing an effective training module involves creating learning objectives that state specific, measurable, achievable, realistic and time-constrained goals. Use action verbs, such as arrange, characterize or administer, to describe performance expectations. Your training module should also contain a test or some other way, such as observation, to assess knowledge transfer.

Content

Each page of the training module typically includes instructional text, visuals and a list of resources for further details. Start with general topic and then introduce specifics. Provide ways for viewers to check their understanding. For example, include a multiple choice, matching, fill-in-the-blank or short answer question. Use electronic learning development tools, such as Captivate, Articulate or Moodle, to generate interactive training modules that you can publish on an Internet website or distribute via DVD. Supplemental materials usually include case studies, examples and testimonials from experts.

Template:

To design a complete set of training modules, develop a template. For example, create a presentation with a standard title, header and footer. Choose a font and color for the title and instructional text. Set standards for animation. Animation allows you to display text and graphics in a specified order to emphasize concepts. Set up a standard position for text and multimedia, such as text on the left and visuals on the right. Provide instructions on how to use the template so that other course developers can use your design in producing their own training modules.

Training modules may include the following components:

PowerPoint Presentations that include slides and speaker's notes

Handouts

Videos (embedded in PowerPoint slides)

Training Manuals

PowerPoint Presentations

PowerPoint presentations are provided for each training module. Slides offer key talking points, but they should be expanded upon using the speaker's notes and the facilitator's own knowledge. Brief "team activities" are embedded in the presentations to give participants a chance to interact with the material and inform the facilitator of any misunderstandings. These activities may be omitted or extended based on time constraints and the needs of the audience. Training modules may include the following components:

- PowerPoint Presentations that include slides and speaker's notes

- Handouts

- Videos (embedded in PowerPoint slides)

- Training Manuals

Training Manuals

Training manuals include selected content from the modules. Each training manual is intended to serve as a reference guide, containing key information from its module. The facilitator should emphasize the information in the training manual within the presentation.

The facilitator should also provide a copy of the training manual to each participant; it is written in full sentences, and the participant may more easily understand it than the slides when referring back to the materials after the training.

Handouts

Each training manual also includes handouts that may be used when presenting the module. The handouts are intended to help participants begin to synthesize and apply the content to their own context. Facilitators should be mindful of the participants' level of understanding and implementation. Some may have already completed certain steps toward RTI implementation previously and may need to review and evaluate the choices they made; others may be just beginning to make plans. Time constraints may prevent participants from finishing all of the handouts during the training. Presenters may recommend that participants continue this work with their school or district teams after the training.

When participants are completing handouts in teams, presenters may recommend that teams assign roles such as timekeeper, note taker, and facilitator to facilitate the completion of these activities. More instructions about how and when to use these materials can be found in the speaker's notes for slides related to the handouts, and on the handouts themselves.

Videos

Brief videos are embedded in some of the presentations to allow participants to hear practitioners and experts talk about their experiences implementing RTI. To play the videos, presenters will need to have a reliable Internet connection and be able to connect to www.youtube.com, where the videos are housed. Skipping the videos is not recommended because it is valuable for the participants to hear a practitioner's point of view about the material. Links to the videos are accessible from the slides and speaker's notes.**6Training Manuals**

Training manuals include selected content from the modules. Each training manual is intended to serve as a reference guide, containing key information from its module. The facilitator should emphasize the information in the training manual within the presentation. The facilitator should also provide a copy of the training manual to each participant; it is written in full sentences, and the participant may more easily understand it than the slides when referring back to the materials after the training.

Training Method

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 On-the-job Training Methods:

1. Coaching

2. Mentoring

3. Job Rotation

4. Job Instruction Technology

5. Apprenticeship

6. Understudy

B. Off-the-Job Training Methods:

. Lectures and Conferences

2. Vestibule Training

3. Simulation Exercises

4. Sensitivity Training

5. Transactional Training

A. On-the-job training Methods:

Under these methods new or inexperienced employees learn through observing pe managers performing the job and trying to imitate their behaviour. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1. Coaching:

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles. In India most of the scooter mechanics are trained only through this method.

2. Mentoring:

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to- one interaction, like coaching

3. Job Rotation:

It is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.

4. Job Instructional Technique (JIT):

It is a Step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). It helps us:

a. To deliver step-by-step instruction

b. To know when the learner has learned

c. To be due diligent (in many work-place environments)

5. Apprenticeship:

Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters.

The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organisation after securing training. The apprentices are paid remuneration according the apprenticeship agreements.

6. Understudy:

In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a film). The subordinate learns through experience and observation by participating in handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

B. Off-the-job Training Methods:

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression. Important methods include:

1. Lectures and Conferences:

Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It's a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

2. *Vestibule Training:*

Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant.

An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop.

This enables the workers to secure training in the best methods to work and to get rid of initial nervousness. During the Second World War II, this method was used to train a large number of workers in a short period of time. It may also be used as a preliminary to on-the job training. Duration ranges from few days to few weeks. It prevents trainees to commit costly mistakes on the actual machines.

3. *Simulation Exercises:*

Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.

(a) Management Games:

Properly designed games help to ingrain thinking habits, analytical, logical and reasoning capabilities, importance of team work, time management, to make decisions lacking complete information, communication and leadership capabilities. Use of management games can encourage novel, innovative mechanisms for coping with stress.

Management games orient a candidate with practical applicability of the subject. These games help to appreciate management concepts in a practical way. Different games are used for training general managers and the middle management and functional heads – executive Games and functional heads.

(b) Case Study:

Case studies are complex examples which give an insight into the context of a problem as well as illustrating the main point. Case Studies are trainee centered activities based on topics that demonstrate theoretical concepts in an applied setting.

A case study allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice, encourage active learning, provides an opportunity for the development of key skills such as communication, group working and problem solving, and increases the trainees" enjoyment of the topic and hence their desire to learn.

(c) Role Playing:

Each trainee takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person.

It emphasizes the "real- world" side of science and challenges students to deal with complex problems with no single "right" answer and to use a variety of skills beyond those employed in a typical research project.

In particular, role-playing presents the student a valuable opportunity to learn not just the course content, but other perspectives on it. The steps involved in role playing include defining objectives, choose context & roles, introducing the exercise, trainee preparation/research, the role-play, concluding discussion, and assessment. Types of role play may be multiple role play, single role play, role rotation, and spontaneous role play.

(d) In-basket training:

In-basket exercise, also known as in-tray training, consists of a set of business papers which may include e-mail SMSs, reports, memos, and other items. Now the trainer is asked to prioritise the decisions to be made immediately and the ones that can be delayed.

4. Sensitivity Training:

Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. It is ability of an individual to sense what others feel and think from their own point of view.

It reveals information about his or her own personal qualities, concerns, emotional issues, and things that he or she has in common with other members of the group. It is the ability to behave suitably in light of understanding.

A group's trainer refrains from acting as a group leader or lecturer, attempting instead to clarify the group processes using incidents as examples to clarify general points or provide feedback. The group action, overall, is the goal as well as the process.

5. Transactional Analysis:

It 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 known as a transaction. Transactional analysis can be done by the ego (system of feelings accompanied by a related set of behaviors states of an individual).

It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses which come to him/her naturally from his/her own understanding as a child. The characteristics of this ego are to be spontaneous, intense, unconfident, reliant, probing, anxious, etc. Verbal clues that a person is operating from its child state are the use of words like "I guess", "I suppose", etc. and non verbal clues like, giggling, coyness, silent, attention seeking etc.

FACILITIES PLANNING & TRAINING AIDS

FACILITIES PLANNING:

Planning of facilities is essential for the success of any training program. Physical facilities, learning materials, training aids etc. No setup is ideal but there are many options to choose from.

LAYOUT FOR TRAINING SESSIONS U Shape:

The participants have a reading and writing surface, they can see you and a visual medium easily, and they are in face to face contact with one another. Team Style: Grouping circular or oblong tables around the room promote team interaction. Conference table: This arrangement minimizes the importance of the leader and maximizes the importance of the group. Circle: Simply seating participants in a circle without tables promotes the most direct face to face interaction.

TRAINING AIDS:

There is general agreement about certain theoretical factors that seem pertinent to understanding the use of instructional aids. It is essential that the information to be arranged in useful bits or chunks for effective coding, rehearsal or recording. The effectiveness of the instructional aid is critical for this process. Charts, graphs, pictures, visual aids etc.

CLASSIFICATION OF INSTRUCTIONAL AIDS PROJECTIVE AIDS Motion Pictures Videos Overhead projector Computer and related aids NON-PROJECTIVE AIDS Chalkboard Whiteboard Charts and diagrams Models Exhibits Handouts Tape recorder SELECTION OF TRAINING AIDS Practicability Attractiveness and interest Suitability Complexity Clarity Portability Serviceability Availability Location Preparation and presentation Time factor.

Communications training or **communication skills training**

Refers to various types of training to develop necessary skills for communication. Effective communication is vital for the success in various situations. Individuals undergo

communications training to develop and improve communication skills related to various roles in organizations.

In organizations, it is necessary to communicate with different sub-groups and overcome difficulties in effective communication. Since each sub-group has a unique sub-culture, an effective communications trainer may assist organizational members in improving communications between sub-groups of the organization. It is necessary to ensure that communications between individuals the various sub-cultures serve to meet the mission and goals of the organization. Communications training can assist leaders to develop the ability to perceive how various individuals and subgroups relate to each other and make appropriate interventions.

Business communication training: It is possible for developing the skills needed for business networking and enhance their communication skills. It helps in communicating the apt message to the appropriate person at the most right time and to effectively manage and develop assertive skills. It enable candidates to manage competently, maintain long-term relationships, form new alliances, meet new people and establish contact with them and develop relationship with them

Corporate communications training: It is useful for corporate events and help in dealing with other corporate participants, besides being helpful for routine dealings.

Executive communication training: It focus on how to conduct meetings by helping to develop facilitation skills and through exceptional executive communication coaching, candidates learn how to open, manage, as well as end meetings.

Crisis communication training: It enables candidates to communicate while dealing with the various difficulties and emergencies that can arise including conflict management and change management. With training, candidates will be fit to come up with beneficial solutions for solving the crisis or conflict or make change/transition easier.

Public speaking training: It is very useful to make presentations, for developing their verbal communication skills so that it is possible to express their facts publicly with great confidence. This is useful for even sales and marketing personnel who need to express things in the best possible way.

Effective Training:

In order to maximize the benefits of instruction, some key points such as management training, identifying your audience, and up to date use of technology can be used to fully profit the managers as well as the members of the organization.

Training for management must be done on a regular basis gives an advantage to any institution since they can provide ongoing feedback to personnel in order to ensure the good function of the different components of an association. Leadership instruction as well as communication skills education are some examples of management training.

Identifying your audience, in this case, the format of the organization such as family business, small business, event, charity group, or simply meetings enables you to apply the required techniques get the most out of your training and preparation sessions.

As technology grows, its important to keep your preparation up-to-date by using all means necessary. The Internet, computers as well as E-learning provide new insights to effective training and can be adapted to fit different needs for different companies.

It's also very important to get constant feedback from the members as well as having assessment strategies to ensure that the training that is being provided is useful and productive to not waste time and resources

Evaluation involves the assessment of the effectiveness of the training programs.

This assessment is done by collecting data on whether the participants were satisfied with the deliverables of the training program, whether they learned something from the training

Types of Skill Development

- Listening skills
- Influence Skills
- Responding to conflict
- Customer service
- Assertiveness skills
- Negotiation

- Facilitation
- Report writing; business and technical writing
- Public speaking, effective presentation
- Speaking skills
- Interacting skills

UNIT -IV

Lesson 7 Development Objectives and Development Needs

To apply behavioural science theories: The first objective of organization development is to apply some behavioural science theories in the organization. By applying these theories organization development practices hope for development.

To improve organizational performance: Another objective of organization development is to improve the overall performance of the organization. Thus the organization can be established as one of the important institutions in human history.

To ensure proper use of individual efforts: Individual performance should be improved. This is possible by using individual efforts properly. Organization development ensures proper use of human efforts and commitment.

To create awareness: Organization development creates awareness among the people working in the enterprise. They feel the need for change in comparison with other organizations.

To encourage people to solve problems: Every organization has many problems and challenges. Organization development encourages people to solve these problems and face challenges at present and future.

To establish and maintain interpersonal relations**:** Organization development activities may be implemented with a view to establishing and at the same time maintains interpersonal relations among the people of the organization. This can ensure continuous growth.

1. **To create & maintain work environment:** Working environment must be favorable in the organization. Organization development practitioner's to create a favorable working environment and maintain the same for smooth functioning in future.

2. **To increase knowledge & skills:** Knowledge on latest methods and skills can streamline the growth of any organization. Organization development intends to increase the knowledge and skill levels through training.

3. **To minimize resistance to change:** In most of the cases, every change is resisted, it hampers goal achievement. Organization development helps minimize the resistance to change in a positive mood so that management becomes more alert.

4. **To create job satisfaction:** Job satisfaction encourages the people to work hard with joy. Organization development creates job satisfaction of employees who are involved in organization development activities.

5. **To increase motivation level:** Motivation creates interest for work among the employees. Therefore another important objective of organization development is to increase motivation.

6. **To create supportive values:** Every organization and employee have some values and norms. The values and norms can help the organization to uphold its own culture. Organization development creates supportive suitable values and norms.

Related Content of Organizational Development:

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Identifying Development Needs

Types of Needs Analyses

Many needs assessments are available for use in different employment contexts. Sources that can help you determine which needs analysis is appropriate for your situation are described below.

- **Organizational Analysis**. An analysis of the business needs or other reasons the training is desired. An analysis of the organization's strategies, goals, and objectives. *What is the organization overall trying to accomplish?* The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.

- **Person Analysis**. Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training. *Do the employees have required skills?* Are there changes to policies, procedures, software, or equipment that require or necessitate training?

- **Work analysis / Task Analysis**. Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.

- **Performance Analysis**. Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a *Performance Gap*?

- **Content Analysis**. Analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.

- **Training Suitability Analysis**. Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.
- **Cost-Benefit Analysis**. Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

Principle of Assessment: Use assessment instruments for which *understandable and comprehensive documentation* is available.

Identify your Development Needs

Identifying your development needs can be challenging. Often, we find ourselves looking at what training courses are available and deciding which of those would be most helpful. In fact, it is better to try and identify what the development need is and then to work out ways of meeting that need, which may or may not be a training course.

Development and Performance Review (DPR) is a great opportunity to discuss your development needs with your line manager. You may be able to discuss the changing requirements of your role, as well as your personal development aspirations (for example, career development). It is important that you have considered your development needs before your Development and Performance Review (DPR) meeting as this will enable you to make the most of your discussion. The 'Identifying Your Development Needs' form, combined with the steps below, can be a useful tool in this process.

There are 3 stages to identifying your needs.

1. Identify what skills, knowledge and behaviours are 'required' for you to do your job well.

Every role in the University has a job description and a person specification. Your job description will list the things that you are expected to do, and the person specification will identify the skills, experience, knowledge and behaviours that you need to do that job well.

You may find it helpful to talk to your line manager or Head of Department if you feel you want to clarify any of the requirements set out in the person specification. Your Development

and Performance Review (DPR) meeting will be one place to have this discussion, but you can raise the issue of development at any meeting with your manager or HOD during the year.

At this stage, it's also worth thinking about the skills, knowledge and behaviours that you may need to develop in the future in your current job. You may know, for example, that your role will be changing or that you will be working on different projects or that you are interested in a career change.Make a list of current and future skills, knowledge and behaviours that you need

2. Look at the skills, knowledge and behaviours you actually have now.

Look at the list you have produced. Now ask yourself how effectively you match against each one. You could consider talking this through with a friend or colleague, or with your manager or HOD.

It's important to ask yourself some rigorous questions at this stage and answer honestly! Are there areas of your work, for example, where developing more confidence would make a real difference to your success in your job? Are there knowledge, skills and behaviours that you only need on occasion that would benefit from some development? Can you identify areas where you feel confident and believe you perform well that could be an even greater strength for you with some development?.

3. Compare 'actual' with 'required' to identify the gaps. These are your development needs.

Try and be as specific as possible about what you need to do differently. This will really help you when you are deciding how to best address your development needs. It will also help you review and measure your success.

For example, "I need to learn how to use Outlook to sort, prioritise and store my emails," will be much more helpful than "I need to be more organised," when it comes to deciding what development you need. It will also help you check how the Outlook training you undertook actually made a difference in your ability to be organised.

Lesson 8 Evaluating Development policy and preparing Development Policys

Based on the management axiom 'nothing will improve until it is measured', the training programmes have to be assessed in terms of the programme itself, of the behaviour outside the training environment and whether or not it has desired effect. In other words, training has to be assessed in terms of training transfer kramasinghe, 2006). Evaluation determines the effect of training at individual, departmental and organisational levels (Willis, 1998). Though several approaches are used to evaluate training programme in organisation but there is no one best way of evaluation, Just as there is no best way to train employees. Training results can be best identified mainly on the organisational performance which is triggered by employee performance. This involves the comparison of statistical indicators of performance before and after training took place.

The measurement indicators include sales volume and revenue, levels of customer complaints, quality and quantity variables in cost reduction, productivity ratios, cost ratios in terms of stock level and debt collection periods and industrial relations (labour turnover rates; absenteeism, grievances) (Thomas, 1992).Moreover, effective training can be gauged by the capacity of trainees to apply knowledge, skills and abilities gained in training to their work environment and maintain them over time in their job contexts(Pidd,2004; Pearsons, 2002) .However, (Berman et al, 2001) arguesthat training effectiveness is constrained because of inadequate transfer of learning from training environment to workplace environment.(Berman et al, 2001) also critics the current belief that effective training is necessary, the argument is that training is not sufficient in improving performance. This line of argument emphasizes that no discussion of the effectiveness of training would be complete without considering the role of human resource utilization. However, most training attempts to improve the organisation and process performance by addressing only one level (the job level) and only one dimension of the job level (skills and knowledge). As a result the training has no significant long term, training money is wasted, and trainees are frustrated and confused. If inappropriate training method is used then the results will not play any role into the business organisation, which will be waste of resources. (Rolf, 2002) outlines some of the consequences of inadequate training as poor planning skills and decision making, which in turn will impair the organisation's profit and success. Other symptoms ofinadequate training include overtime, high labour turnover and poor employee morale.

Preparing Development Policy

Writing policies that are meaningful, effective, and enforceable by management and staff is difficult and takes time. Therefore, it is wise to follow an agreed process that ensures you are spending your valuable time and resources on good policy, which the workforce understands and is committed to.

Steps to formulating policy:

1. Appoint a special committee or policy development working group.
2. Identify the broad policy areas and then prioritise when each policy needs to be written.
3. Agree which policy you are writing and brainstorm the issues involved.
4. Conduct research about the issue, e.g. legal issues, practice issues, resource issues.
5. Prepare a draft policy.
6. Circulate the draft to key staff and stakeholders for comment.
7. Amend or revise the draft.
8. Recirculate a final draft.
9. Present a report to the board about the policy, implications for the organisation and what feedback has been received in the consultation phase.
10. Ask the board to ratify the policy when they are satisfied with the final draft.
11. Insert the policy in the Policy and Procedures Manual.
12. Implement a training and communication strategy to ensure that staff and volunteers have the knowledge and skills to implement the policy.

You may need to write a related procedure, forms or checklists that describe exactly how to carry out the policy.

Language

Policies should use language that is:

- succinct
- unambiguous
- simple - plain English, active voice, avoid acronyms
- free from jargon, clichés, unfamiliar words and phrases,

- free from unnecessary technical expressions, with technical expressions where used
- set out using short sentences
- factual
- future-proof - avoid information that may become out-dated quickly.

During the policy writing process, remember to consider the constraints which impact on the organisation. There may be constraints in the organisation's constitution, in funding guidelines, or with the availability of training or resources, that affect what the policy contains. Sound policy making recognises these constraints and uses them to produce policy that is reflective of the real world. Nobody respects a policy that is idealistic or impossible to adhere to!

Five questions to ask when forming a policy

- Does this policy reflect our values, ethics and priorities?
- Have we considered the legal requirements?
- Does the policy reflect reality?
- What does the policy promise, and can we deliver it?
- Will everyone understand this policy?

The board may decide to pass the final draft on to a legal expert before ratifying the policy and disseminating it. They may also decide that staff need some training in understanding and implementing the policy. For instance, if you write a policy that requires all staff to have a First Aid Certificate, you will need to make sure that staff know what this is, where and when they should obtain it, and who is expected to pay for it.

The board should approve written policies and procedures governing the work and actions of the organisation's workforce

The environment is always changing, so it is important to ensure that policies are reviewed regularly so they continue to meet best practice. 'Best practice' is the current recommendation about the best way to manage and deliver services.

Most organisations put all their policies and procedures together and call it a Policy and Procedure Manual. This manual is the result of many hours of thinking, analysing, researching, writing and re-writing, so you may find that your Policy and Procedure Manual

is 'a work in progress' and is continually being updated or revised. For this reason, manuals need to have a quality control system to inform staff which version is the most current and when a specific policy within the manual has been changed or made obsolete.

UNIT -V

Lesson 9 Development Plans and Programming

Ensure sufficient staff and support to implement plans

Implement effective communications and marketing plan

Increase membership

Increase audiences events

Achieve long-term funding commitment from the Community Council

Maximize revenue through existing events

Position favourably to grant-making foundations

Create contemporarily attractive corporate sponsorship opportunities

Development plans and designing development programme:

Designing training programmes is one of the most pervasive, yet the most misunderstood activity to be found in the field of human resource development. As human resource development is concerned with learning particularly in work settings, the task of design is crucial. There are a few significant parameters, which are to be taken into account while designing any training programme. We will briefly look into these parameters, which enrich and facilitate a training designing in terms of its efficacy in operation. Designing of training & development programme is not one time affair like constructing a house. Based on the feedback from the participants and the feedback from their superiors in terms of their performance in the organization and the course directors and the faculty discover lapses or shortcomings in the programme they have designed and operated. One may have to think of improving the selection of modules, the structure of the recourse or the sequence of topics and the exercise and methods that may be employed in order to improve the delivery to that programme. Therefore, there is to be a constant concerted effort in designing a training programme. It is not to be casual; the attempt is to bettering as you move on from making the training programme as an effective tool to increase knowledge, skills & desirable attitudes on the part of the employee towards making things better.

In preparing the training design, you need to keep those factors in view that have the potential of influencing the implementation of the programme. This makes the programme functional and practical, perhaps the difference between a successful or a disappointing experience. All the factors described in the following paragraphs may not be applicable to a

particular programme. The relevance and relative importance of these factors for a particular programme depends on its genesis, nature, objectives, and duration. It is important that at the time of preparing the plan for the programme, you need to envisage the scenario even beyond the implementation stage. You should contemplate the transfer of training to the organization work.

The objective of the planning exercise is to ensure optimum results from your efforts and those of the participants. Planning a programme is about considering various options and coming up with the best course of action under the given circumstances. It is anticipating likely impediments or problems in the delivery of the programme, developing appropriate responses and preparing to confront them. If this is taken care of, you can be reasonably sure of delivering a good programme.

DESIGN, IMPLEMENTATION AND EVALUATION OF TRAINING & DEVELOPMENT PROGRAMMES:

A training design is a blueprint for a training event or experience. It is detailed plan for trainers that what they will do. Why it is to be done, and the best way to reach training's objectives. Training is the most important component of Human Resources Development (HRD) philosophy of modern organizations, which rely on training design and implementation. It helps them to find solutions to their day today problems by identifying their problems and guiding them in the right direction. It functions as a process from identification of the needs to evaluation and feedback. Training as a constructive design mobilizes all available resources in organizations and moves them towards attainment of human goals. A good training programme has seven steps, which in a sequence form a constructive training design and implementation process.

The seven steps are:

1. Identification of training need and analysis.
2. Setting up of training and development objectives.
3. Selection and designing of programmes.
4. Selection and developing training methods and techniques.
5. Implementation of training and development programmes.
6. Evaluation of training and development programmes.
7. Feedback leading to further identification of training needs.

These steps provide a holistic approach to training. They are interlined with one another, providing a wider scope for the improvement of the training process. Each step is

analyzed to evaluate how it can be improved for the total effectiveness of the programme.

STEP 1: IDENTIFICATION OF TRAINING NEED AND ANALYSIS:

Identification of training needs of individuals and groups is the first and most important step in the training process for achieving the goals of individuals, groups and organizations. It helps to bring to the surface the prevalent attitude of individuals and the climate of organizations.

Determination of Training Needs:

The determination of training needs and organization of training programmes would vary from organization to organization. On one hand we may have a progressive company with highly organized central personnel and training departments, and a plan for integrated manpower development. At the other extreme we may have a company where the personnel and training responsibilities are not very clear.

- Top/Strategic Level
- Management Level
- Supervisory Level
- Operational Level

In the first type of company, the determination of training needs is something, which is constantly being carried out. On the other hand, in the second type of company, training is less likely to be planned for the company as a whole. As there are still many directors who do not accept the need for training. You are really lucky if you find yourself working with a company where the training function is firmly established.

STEP 2: SETTING UP OF TRAINING AND DEVELOPMENT OBJECTIVES.

A training and development programme must clearly lay down its objectives. Objectives spell out the real mission of an organization. These also help individuals to be aware of their own objectives in relation to the organizational objectives.

O. Jeff Harris, Jr. observes: "Training of any kind should have as its objective the redirection or improvement of behaviour so that the performance of the trainee becomes more useful and productive for himself and for the organization of which he is a part. Training normally concentrates on the improvement of either operative skills (the basic skills related to the successful completion of a task), interpersonal skill (how to relate satisfactorily to others), decision making skills (how to arrive at the most satisfactory causes of action), or a combination of these."

Training normally intended to fulfill the following objectives.

— Helps trainees in acquiring knowledge of the subject matter.

— Helps to bring about a change in the attitude and behavior of trainees.

— Helps in developing knowledge about self to an extent that enables trainees to develop their potential.

— Helps in interaction among trainees themselves, who learn from each other experience.

— Aims at enhancing the capacity of trainees so as the enable them to increase their problem solving capability.

— Aims at helping the process of learning and developing.

— Aims at bridging the gap between expected level of performance and the actual level of performance.

— Aim at providing a scientific base for acquisition of knowledge and skills.

STEP 3: SELECTION AND DESIGNING OF TRAINING & DEVELOPMENT PROGRAMME :

Preparative efforts for analyzing the needs and deriving objectives from the need analysis have to be integrated with the resources and rich experiences available in an organization while designing a training and development programme. Training will be more effective and successful if the following basic factors are considered while designing the programme.

Basic Factors in Designing a Training and Development Programme:

Each programme has its own special demands of needs to be fulfilled often we become the victims of generalization and retard the effective process of learning. The feasibility of transforming objectives into outcomes depends mainly on the following basic factors:

i) Level of participants:

The level of participants assessed through some pretests. An area of consideration affecting the choice of a training programme is trainee characteristics, specifying the number of employees who need training, their ability levels, and individual differences in training needs. If an organization's objective is to implement major changes, everyone in it should be involved.

ii) Training period:

The duration of training varies with the skill to be acquired, the complexity of the subject, a trainee's aptitude and ability to understand, and the training media used. Generally, a training period should not be unduly long; if it is, trainees may feel bored, uninterested.

iii) Content of the programme:

There are four basic areas of the training programme content. Each represents a type of behaviour of material to be learned. The four content areas are, information, acquisition of skills, attitudinal change, decision-making and problem solving skills. In practice, training programmes often incorporate more than one type of training content.

iv) Effective training methodology:

The appropriate training methodology is decided on various factors like the nature of the topic, time, receptivity level of participants and availability of faculty resources. We are all living in the days of specialization. An integrated programme has to be prepared with the cooperation of all the specialists.

v) Responsibility for training:

Training is the responsibility of four main groups:

a) The top management, which frames the training policy;

b) The personnel department, which plans, establishes and evaluates instructional programmes.

c) supervisors, who implement and apply developmental procedure;

d) Trained employees, who provide feedback, revision and suggestion for corporate educational endeavors.

vi) Principles of training:

There are three basic principles, which should be kept in mind for effective training:

1. Training is most effective when the learning experience occurs under conditions identical with those the trainee will encounter on the job.

2. Training is most effective when some individual in the organization is held responsible for the progress of the learner.

3. Training is most effective if the learner is given helpful, friendly and personal instruction.

vii) Evaluation system:

Designing an evaluation system well in advance perhaps helps trainers to consolidate

their efforts in the right direction for its effectiveness.

viii) Budget provisions:

Budget provisions play a very important role in designing training programmes. The programmes, faculty resources, methodology etc. are all decided according to funds available in the budget. Budget size is likely to increase as a function of the number of trainees, organizational level of trainees and extensiveness of training needs.

STEP4: SELECTION AND DEVELOPING TRAINING METHODS AND TECHNIQUES:

The forms and types of employee training methods are inter-related. It is difficult, if not impossible; to say which of the methods or combination of methods is more useful method than the other. Training methods and techniques are supportive to learning and should be carefully selected and used in appropriate context so that they are helpful in the learning process. It is trainer's job to makeall possible efforts to make learning more effective and interesting. It is necessary to use training aids and equipment to enhance the intensity and pace of learning.

Broadly speaking, training methods can be divided into two parts:

i) On-The-Job Training (OJT)
ii) Off-The-Job Training/Class Room Training

Training aid is supportive to learning and should be carefully selected and used in appropriate context so that they are helpful in the learning process. It is a trainer's job to make all possible efforts to make learning more effective and interesting. It is necessary to use training aids and equipment to enhance the intensity and pace of learning.

According to recent research, retention of learning takes place 81% stemming from sight, 11% from hearing and 8% from other senses. Audio visual aids, when properly used in teaching situation, can accomplish the following.

— Prepare a concrete basis of conceptual thing.
— Create a high degree of interest for trainees.
— Make learning more permanent.

— Offer real experience, which stimulates self-activity on the part of trainees.

— Develop a continuity of thought

— Provide rich experience not easily obtained through other materials.

— Contribute to efficiency, depth and variety of learning.

STEP 5: IMPLEMENTATION OF TRAINING AND DEVELOPMENT PROGRAMMES:

Once the training programme has been designed, it needs to be implemented. Implementation is beset with certain problems. Firstly, most managers are action-oriented and frequently say no to training efforts. Secondly, there is problem of locating suitable trainers within an organization. Any training programme implementation involves action on the following lines:

1. Deciding the location and organizing training and other facilities.

2. Scheduling the training programme.

3. Conducting the programme

4. Monitoring the progress of trainees.

The disappointments which arise from training programmes usually originate from

(i)   the members being wrongly selected;

(ii)   the members being badly prepared and motivated;

(iii)   the course being bad in content or method;

(iv)   the course objectives being inappropriate;

(v)   the course not being related to organizational realities.

Training is done according to the programme designed within a stipulated period. In the process of training, participants have to be motivated to develop a keen interest for learning. The trainer's responsibility lies in leading participants towards a goal designed at different stages with the full cooperation of the participants.

Training has to be oriented to the level of participants age, qualification, knowledge and experience. Charles E. Watson suggests four levels of learning to cause a voluntary and rational behavioural change. They are:

— Reaching the knowing-about level.

— Reaching the understanding level.

— Reaching the acceptance level.

— Reaching the ability-to-apply level.

These four levels of learning should not necessarily be constructed as four successive levels. As a practical matter, however, learning typically dose proceed in successive stage, beginning with knowing about and ending with ability to apply. In the general, people usually need to know about something before they can begin to accept it, and to accept something before they are willing to apply it.

Reaching the knowing-about level:

In a   training situation, awareness creates a thirst for knowing certain concepts and prompts the learner to acquire as much knowledge that is needed for performing a task. Effective training brings people to the knowing about level with an attitude of knowing more about the concept so that they can apply it successfully and achieve the results they desire.

Training methods such as case studies, role-playing, management games, in-basket exercise and simulations can cause the knowing-about level to occur. These methods can both introduce trainees to new concept sand demonstration their usefulness to new concepts and the degree to which trainees understand, accept and possess the ability to apply them.

Reaching the understanding level:

The understanding level is reached when the following two conditions exist. Firstly, trainees know why there is a cause-effect relationship between correct or appropriate application of a concept or principle given in a situation and the probable outcome, and they also know how this 'cause and effect' relationship operates.

Secondly, trainees know the theory underlying a concept or principal   sufficiently well to be able to modify or adapt it, thus making it appropriate for most given situations.

— People understand new ideas only from their own frame of reference.

— People understand things more fully and deeply when they discover them for themselves then they just here about them.

— People remember things they discover for themselves for a longer period, compared to those

things, which they   have merely been told about.

To reach a level of deep understanding, learning should be trainee-centered, not instructor-centered. The instructor establishes learning conditions and trainees are responsible for teaching themselves through a process of self-discovery.

Reaching the Acceptance Level:

Knowing about and understanding a concept does not guarantee that it will be accepted. Acceptance is reached when people's values, attitudes and beliefs are not so strongly contrary to a concept or principle.

Reaching the ability-to-apply level:

Ability-to-apply level requires that trainees have knowledge, self-confidence and willingness to try. Participants returning to jobs from training programmes face several formidable challenges. They need encouragement from their superiors and subordinates to try out the new concepts and principles they learnt in the training programme.

STEP 6: EVALUATION OF TRAINING & DEVELOPMENT PROGRAMMES:

Evaluation of training and development programmes should be a continuous process for improving what we teach and how we teach. Evaluation helps to design and organize successful training programmes, based on the feedback received from participants. Gail Trapnell has suggested five dimensions to the evaluation of training. They are:

- Context evaluation
- Input evaluation
- Process evaluation
- Product evaluation
- Ipact evaluation

1. **Context Evaluation :**

    Context evaluation attempts to assess the environment prevalent among managers, supervisors and workers. It aims to know their attitudes towards training programmes, which have been organized. It also focuses on the appropriateness of training objectives when new programmes are organized and when new group of participants are exposed to training.

2. **Input Evaluation:**

    Input evaluation assesses the appropriateness and adequacy of all resources that go into a training programme. It focuses on the elements of design, performance,

objectives, instructional method and other physical resources. The physical and human resources identified must be capable of reaching the standard already visualized and set.

3. **Process Evaluation:**

   Process evaluation deals with implementation of a programme design. It calls for how trainers utilize the physical and human resouces for realizing behavioural objectives. It indicates the level at which the programme is being conducted during normal and existing situations. The success and failure of a programme is decided by the efforts taken during process evaluation.

4. **Product Evaluation:**

   Product evaluation assesses the competence of participants. It also evaluates now they
   are performing in there on-the-job situation. Results to pre-tests and post-tests can be compared to determine trainees' gain in knowledge, skills and attitudes in their job situation.Superiors are also involved to assess participants.

5. **Impact Evaluation:**

   It assesses the cumulative difference that training efforts have made in an organization's
   productivity, efficiency and profitability. It can be measured from the resulting changes
    brought about in downtime, accidents, absenteeism, customer complaints etc. Positive
    improvements made in these factors enhance the role of training and development.

6. **Implication of Evaluation:**

   If a satisfactory method of evaluating training performance can be found, everyone
   can reap the benefits.
   — Firstly, the organization is better equipped to meet its obligations and the management's decision to invest money in this activity is vindicated, encouraging it to continue to provide resources.
   — Secondly, the employee is more fulfilled and is stimulated to put more effort into

work.

— Third, the boss of the employee has everything to gain from having an effective work unit and is likely to be willing to release employees for training in future.

— Finally, the training staff enjoys job satisfaction of a high order when they see that their efforts are producing the desired result. They can grow from strength to strength in applying the experience and knowledge they have obtained from successful activities. There is not doubt that evaluation of training is a profitable investment from everyone's point of view.

STEP7: FEEDBACK LEADING TO FURTHER IDENTIFICATION OF TRAINING NEEDS:

From the evaluation of training programmes a feedback report is prepared and communicated to participants, faculty members, trainers/coordinators and sponsors, so that they may benefit from the results of the evaluation.

Each one is looking for different kind of information and interpretation from the evaluation. While some will be looking for the content, some others for process analysis. With the help of feedback participants come to know their level of achievements through the training programme. Immediate feedback given to participants based on the evaluation of training programmes which help them to know the performance they will be able to achieve and the kinds of efforts needed to improve their effectiveness.

Trainers are very anxious to know whether their efforts have yielded the desired results. A detailed analysis of the feedback would help them to modify their approaches. It would enable them to design future training programmes taking into consideration all the successes and failures of the programme. Sponsors or managers, who have nominated the participants, are very curious to know how well they have performed during the training programme. The feedback report received from trainers will help them to look for specific changes in the behavior of the participants. To be precise, it helps them to sharpen their point of view to look for anticipated changes in their day-to-day situations.

Training plays a very vital role in Human Resources Development (HRD). Based on the feedback, training systems are revitalized and HRD efforts are improved. It is very clear that training, in the process of developing people, improves related sub-systems for overall effectiveness of an organization. Training helps to improve performance appraisal system, potential appraisal system, career planning system etc.

It is challenge to modern managers to conversant with the training design and process

of operating them for getting results. Training can create credibility in an organization by its continued commitment and devotion to the organization. Thus Designing and implementation of training & development programme involves identifying relevant competencies, clustering and sequencing them, defining specific learning objective, determining resources, choosing learning methods and providers, deciding how to monitor and evaluate, and setting up an administration.

In brief, a common training & development program has seven steps, which, in a sequence form a blueprint for a good training design and implementation process in public and private sector organization.