

Lesson: 18

Training and Development:

Contents:

- **Definition of training and development**
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We know that successful candidates placed on the jobs need training to perform their duties effectively. Workers must be trained to operate machines, reduce scrap and avoid accidents. It is not only the workers who need training. Supervisors, managers and executives also need to be developed in order to enable them to grow and acquire maturity of thought and action. Training and development constitute an ongoing process in any organization. This chapter is devoted to a detailed discussion on the nature and process of training and development in a typical industrial establishment.

Training could be compared to this metaphor - if I miss one meal in a day, then I will starve to death. The survival of the organization requires development throughout the ranks in order to survive, while training makes the organization more effective and efficient in its day-to-day operations.

As a brief review of terms, training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. Development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future.

‘**Training** is the formal and systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience.’ (Armstrong, 2001: 543)

Development is any learning activity, which is directed towards future, needs rather than present needs, and which is concerned more with career growth than immediate performance.

Nature of Training and Development:

In simple terms, training and development refer to the imparting of specific skills,

abilities and knowledge to an employee. A formal definition of training and development is - it is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his her skills and knowledge.

The need for training and development is determined by the employee's performance deficiency, computed as follows:

Training and development need= standard performance-actual performance

Training, Development, and Education

HRD programs are divided into three main categories: Training, Development, and Education. Although some organizations lump all learning under "Training" or "Training and Development," dividing it into three distinct categories makes the desired goals and objects more meaningful and precise.

As discussed earlier - **Training** is the acquisition of technology, which permits employees to perform their present job to standards. It improves human performance on the job the employee is presently doing or is being hired to do. Also, it is given when new technology is introduced into the workplace.

Education is training people to do a different job. It is often given to people who have been identified as being promotable, being considered for a new job either lateral or upward, or to increase their potential. Unlike training, which can be fully evaluated immediately upon the learners returning to work, education can only be completely evaluated when the learners move on to their future jobs or tasks. We can test them on what they learned while in training, but we cannot be fully satisfied with the evaluation until we see how well they perform their new jobs.

Development is training people to acquire new horizons, technologies, or viewpoints. It enables leaders to guide their organizations onto new expectations by being proactive rather than reactive. It enables workers to create better products, faster services, and more competitive organizations. It is learning for growth of the individual, but not related to a specific present or future job. Unlike training and education, which can be completely evaluated, development cannot always be fully evaluated. This does not mean that we should abandon development programs, as helping people to grow and develop is what keeps an organization in the cutting edge of competitive environments. Development can be considered the forefront of what many now call the Learning Organization. Development involves changes in an organism that are systematic, organized, and successive and are thought to serve an adaptive function.

We can make a distinction among training, education and development. Such

distinction enables us to acquire a better perspective about the meaning of the terms. Training, as was stated earlier, refers to the process of imparting specific skills. Education, on the other hand, is confined to theoretical learning in classroom.

The following table draws a distinction between training and education more clearly.

<i>Training</i>	<i>Education</i>
Application	Theoretical orientation
Job Experience	Classroom learning
Specific Tasks	General concepts
Narrow perspective	Broad perspective

Though training and education differ in nature and orientation, they are complementary. An employee, for example, who undergoes training, is presumed to have had some formal education. Furthermore, no training program is complete without an element of education. In fact, the distinction between training and education is getting increasingly blurred nowadays. As more and more employees are called upon to exercise judgment and to choose alternative solutions to the job problem, training programmes seek to broaden and develop the individual through education.

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

Let us try to understand the distinction between Training and Development through the following table:

<i>Learning Dimension</i>	<i>Training</i>	<i>Development</i>
➤ Who	Non-managers	Managers

➤ What	Technical / Mechanical Operation	Theoretical / conceptual ideas
➤ Why	Specific job related information	General knowledge
➤ When	Short term	Long term

To bring the distinction among training, education and development into sharp focus, it may be stated that the training is offered to operatives, whereas developmental programmes are meant for employees, their grades notwithstanding.

Activity:
Research on the concepts of Mentoring and Vestibule training

Importance of Training and Development:

Training and development programmes, as was pointed out earlier, help remove performance deficiencies in employees. This is particularly true when –

- I) The deficiency is caused by a lack of ability rather than a lack of motivation to perform,
- II) The individuals involved have the aptitude and motivation need to learn to do the job better, and
- III) Supervisors and peers are supportive of the desired behaviors.

There is greater stability, flexibility and capacity for growth in an organization. Training contributes to employ contribute to the stay with the organization. Growth renders stability to the workforce. Further, trained employees tend to stay with the organization. They seldom leave the company. Training makes the employees versatile in operations. All rounder can be transferred to any job. Flexibility is therefore ensured. Growth indicates prosperity, which is reflected in increased profits form year to year. Who else but well-trained employees can contribute to the prosperity of an enterprise?

Accidents, scrap and damage to machinery and equipment can be avoided or minimised through training. Even dissatisfaction, complaints, absenteeism, and turnover can be reduced if employees are trained well.

Future needs of employees will be met through training and development programmes. Organisations take fresh diploma holders or graduates as apprentices or management trainees. They are absorbed after course completion. Training

serves as an effective source of recruitment. Training is an investment in HR with a promise of better returns in future.

The purpose of training

The aim of training is to help the organisation achieve its purpose by adding value to its key resource – the people it employs. The purpose of training is to:

- ❑ To increase productivity and quality
- ❑ To promote versatility and adaptability to new methods
- ❑ To reduce the number of accidents
- ❑ To reduce labour turnover
- ❑ To increase job satisfaction displaying itself in lower labour turn-over and less absenteeism
- ❑ To increase efficiency

Analysing training needs

For training to be effective, it is important to not only discern the training needs of the individual/group but also how their needs fit the overall objectives of the organisation.

Many organisations invest considerable resources in training and development but never really examine how training and development can most effectively promote organisational objectives, or how developmental activities should be altered in the light of business plans.

(Beardwell et al, 2001: 329)

When does the need for training arise?

- The installation of new equipment or techniques
- A change in working methods or products produced
- A realisation that performance is inadequate
- Labour shortage, necessitating the upgrading of some employees
- A desire to reduce the amount of scrap and to improve quality

- An increase in the number of accidents
- Promotion or transfer of individual employees.
- Ensures availability of necessary skills and there could be a pool of talent from which to promote from.

Advantages of training

1. Leads to improved profitability and/or more positive attitudes toward profits orientation.
2. Improves the job knowledge and skills at all levels of the organization.
3. Improves the morale of the workforce.
4. Helps people identify with organizational goals.
5. Helps create a better corporate image.
6. Fasters authentically, openness and trust.
7. Improves the relationship between boss and subordinate.
8. Aids in organizational development.
9. Learns from the trainee.
10. Helps prepare guidelines for work.
11. Aids in understanding and carrying out organizational policies.
12. Provides information for future needs in all areas of the organization.
13. Organization gets more effective decision-making and problem solving.
14. Aids in development for promotion from within.
15. Aids in developing leadership skill, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display.
16. Aids in increasing productivity and/or quality of work.

17. Helps keep costs down in many areas, e.g. production, personnel. Administration, etc.
18. Develops a sense of responsibility to the organization for being competent and knowledgeable.
19. Improves labor-management relations.
20. Reduces outside consulting costs by utilizing competent internal consulting.

Disadvantages of training

1. Can be a financial drain on resources; expensive development and testing, expensive to operate?
2. Often takes people away from their job for varying periods of time;
3. Equips staff to leave for a better job
4. Bad habits passed on
5. Narrow experience

Development

Hamlin observed development as training of future jobs. According to Nadler: development is concerned with providing learning experiences to employees so that they may be ready to move in new directions that organisational change may require.

A limitation of training needs based solely on needs analysis that it fails to address the development issue

Development is the need to enhance competencies beyond those required by the immediate job, for example:

- Values & ethics of organisation & professional group
- Sources of enthusiasm

<p><u>TRAINING & DEVELOPMENT</u></p>
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- Training is the provision of guided experience to change behaviour, attitudes or opinions
- Training needs analysis identifies specific gaps which training is designed to fill
- Benefits of training:
 - Enhanced confidence, commitment & motivation
 - Recognition, greater responsibility & pay improvements
 - Personal satisfaction, achievement and enhanced career prospects
 - Improved availability & quality of staff
 - Enhanced mobility - from the trainee's perspective!
 - Training takes place either on or off-the-job

Conclusion

Training and development opportunities must meet the dual aim of satisfying and developing the organisation's growth and meeting the individual's needs.

Training programmes should be modified to incorporate the needs of individual disciplines that avail of the training function.

It can be argued that training is provided to individuals in an organisation to test and maintain the individual's programming, to ensure cultural norms and expectations of the individual, within the organisation, are still in place and further, that the individual knows their place

Article - 1

Training and Development (Food for thought)

Safe and Sound

"The big work behind business judgement is in finding and acknowledging the facts and circumstances concerning technology, the market, and the like in their continuously changing forms. The rapidity of modern technological change makes the search for facts a permanently necessary feature."

Intellectual capital is fast becoming the asset base of companies and their strategies for growth. In the current global economy when companies are faced with rapid changes, the ability to continuously seek, adapt and apply new skills would be the order of the day. In such a dynamic situation, where the skills and knowledge of people and organisations are becoming redundant and useless, success in business and its growth would require special emphasis on learning, education and training that is both flexible and relevant in the current scenario.

The demand for an effective training system for insurance intermediaries emerges not only from the insurer, or the regulator or the intermediaries but also from the consumer. These demands will go a long way to making insurance training and education establishments more accountable and strategic.

Intermediaries are seen as the key differentiator of an insurance business, and hence their selection, training, development and support mechanism must be continuously monitored and updated.

They are expected to identify customer needs for insurance, help them make the appropriate choice of product/s, enable the customer to meet the deadlines for renewal of payments, and resolve queries and facilitate settlement of benefits in the minimum time frame possible.

The insurance business is dynamic and changes are rapid, hence intermediaries, being knowledge workers, require a special learning discipline in order to continue with upgraded knowledge and skills.

Observations of the functioning of intermediaries in the present day insurance industry show that there is a major gap between what is expected of them and what they actually deliver.

These may be attributed to *several factors* such as:

- Insurance products (life) are viewed more as investment and tax-saving products
- Insurance solutions are bought and sold on the basis of relationship and referrals

- Low productivity expectations from the intermediary
- Non-availability of any prescribed/recognised pre-recruitment or post-recruitment training for intermediaries
- Low awareness level of insurance requiring customer education

Therefore, for an effective training approach, knowledge of these together with global factors like changes in communication technologies, people's expectations and apprehensions and the current scenario of the privatised insurance sector become a necessity.

The present education system for intermediaries should become more accountable to deliver competencies in a more personalised manner and within a short span of time.

It shouldn't only demand traditional intellect and applications, but also stress creative and inventive thinking, knowledge of information & communication technologies and self-motivation — competencies that traditional classroom training fails to achieve.

There is, however, a dearth of professional institutions in India offering practical training for the insurance industry. The Insurance Regulatory & Development Authority has undertaken some training initiative by prescribing 100 hours of pre-recruitment practical training for every intermediary, to be followed up by a mandatory qualification test conducted by the Indian Institute of Insurance or by the National Stock Exchange.

For an example of effective vocational training, we can look at the UK's use of National Vocational Qualifications. The central feature of NVQs is the National Occupational Standards on which they are based. NOS are statements of performance standards that describe what competent people in a particular occupation are expected to be able to perform.

They cover all the main aspects of an occupation, including current best practice, ability to adapt to future requirements and the knowledge and understanding that underpin competent performance. Standard-setting bodies, mainly employer-led National Training Organisations, develop the standards.

Since the insurance business is dynamic and changes are rapid, it is essential for insurance intermediaries as knowledge workers to be familiar with the special learning skills required to be successful.

Hence there is an absolute necessity for co-operation and collaboration between private and government agencies in India to supply the special learning preferred by the insurer and the government regulator.

In such a scenario, competencies, training and assessment methods are standardised. Lists of programmes with accredited institutes are published for public information. Institutes are identified through a selection and accreditation process, and then certified to provide different qualifications and certificates.

The main purpose of the vocational training system is to supply the insurance industry with the necessary manpower. It provides motivation to students to learn and also equips them with a practical and applied understanding of the industry.

It also pays more attention to the skills and knowledge students need for an effective transition from school to the working environment. The workplace of the future will require new and different skills from all workers — not just job-specific skills, but also transferable, generic skills that will help them to acquire further education and training throughout their careers.

In a world of rapidly changing business situation, the ability to respond positively to the challenges and opportunities are combined responsibilities of the stakeholders of that industry.

In this context of accelerated change and dynamic business in the insurance industry, training effectiveness for the intermediaries can be provided with excellence through the combined effort of the training outfits, which include both the insurer's training department and the institutes, the insurer and the regulator.

It is to this end that educators are working to develop cost-effective and reliable methods to provide learning, motivate students and achieve results. In this way there would be further improvement in training effectiveness for intermediaries, thus adding value to their profession and achievements.

Source: (The author is the general manager & head of training at ING Vysya Life)

What Is Organization Development? (Article 2)

Training & Development, August 2000

Info-line is ASTD's how-to reference for training and performance professionals, with practical, concise information in an easy-to-read format that gets readers up-to-speed on training topics in a matter of minutes.

The following excerpt has been adapted from "Principles of Organization Development," a revised issue by Rima Shaffer, Info-line No. 8812.

It is both sad and ironic that we have treated organizations like machines; acting as though they were dead when all this time they've been living, open systems capable of self-renewal.

Margaret Wheatley, *Leadership and the New Science*

Paradoxically, the one constant in organizational life is change. Today's organizations must change frequently to keep up with rapid changes in the world around them and the people within them. Any change carries risk, especially if it is haphazard. That is why the keys to organizational change are attention to process and focus on goals and organizational values. And that is what organization development is all about: planned change.

* Organization development is the planned process of developing an organization to be more effective in accomplishing its desired goals. It is distinguished from human resource development in that HRD focuses on the personal growth of individuals within organizations, while OD focuses on developing the structures, systems, and processes within the organization to improve organizational effectiveness.

A successful OD process can result in the following.

- * Effective strategic and operational plans
- * Team development and effectiveness
- * Leadership development
- * Added value, quality, competitive products, or services.

Change is the intended goal. Development--increased capacity and potential for effectiveness--is the purpose.

Warner Burke, in *Organization Development*, points out that OD is concerned with change that will "more fully integrate individual needs with organizational goals; lead to greater organizational effectiveness through better utilization of resources, especially human resources; and provide more involvement of organization members in the decisions that directly affect them and their working conditions."

Not all change is organization development. Burke goes on to say that organization development:

- * Responds to an actual and perceived need for change on the part of the client
- * Involves the client in the planning and implementation of the change
- * Leads to changes in the organization's culture or systems.

While no panacea, OD functions as an enabler, establishing systems or removing obstacles to increase the organization's potential for effectiveness and success in achieving its desired outcomes.

Training and OD

So, what does OD have to do with training? Plenty. Because organization development is an education-based process, it relies heavily on training to enhance the organization's awareness and knowledge required for a successful change process.

Stephen Wehrenberg points out in his Personnel Journal article, "The Vicious Circle of Training and Organizational Development," that as trainers become more experienced. They begin to see that many of their organizations' problems cannot be resolved simply by training. Trainers see problems as part of a total system--problems such as poor communication between managers and staff, poor quality control, and low productivity.

Once a trainer starts to take a holistic view, he or she begins to move from trainer to problem identifier, to evaluator, to system developer, to system integrator, to problem solver. The trainer, then, needs to understand the OD process in order to position training in the total system, and to learn how training can support OD processes as well as become an OD intervention itself.

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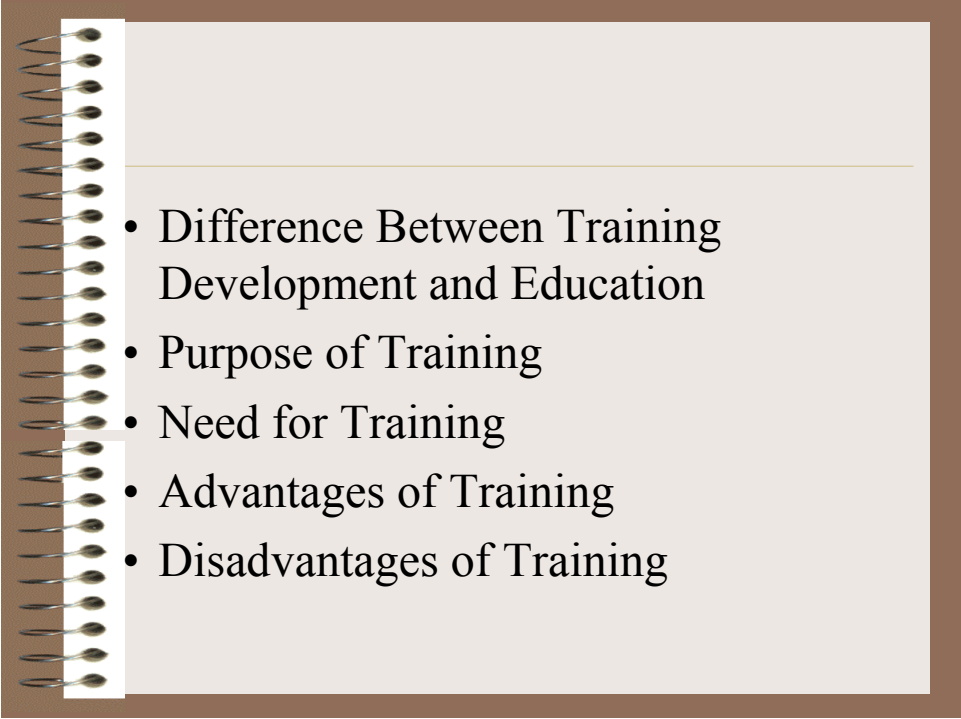
A spiral-bound notebook with a brown cover and a light beige textured page. The title "Employee Training and Development" is printed in a bold, black, serif font in the center of the page.

Employee Training and Development

A spiral-bound notebook with a brown cover and a light beige textured page. The word "Definition" is printed in a black, serif font at the top center. Below it, a definition of training is provided in a black, serif font.

Definition

“Training is the formal and systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience.”

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- A graphic of a spiral-bound notebook with a brown cover and a light beige page. The spiral binding is on the left side. The page contains a list of six bullet points.
- Difference Between Training Development and Education
 - Purpose of Training
 - Need for Training
 - Advantages of Training
 - Disadvantages of Training