

CHAPTER - IV] TRAINING & DEVELOPMENT

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A) TRAINING

I) INTRODUCTION -

Change is rule of world and the primary impetus for training and development is change. Advances in technology and knowledge are rendering many skill obsolete, while at the same time developing needs for new ones. Everybody, from top to bottom personnel needs development within them as per changing demand and changing environment. Because, today world is changing drastically and at every one step there is cut throat competition. Organization need to train and develop their employees for getting their goals at regular intervals or as per need. The impact of technology has affected training needs for every level of workers for example, as manager needs training of new technologies, new thoughts, new strategy, ever changing market information etc., in the same way typist must now become word processor operator, using micro, mini and mainframe computers in their daily work. They must be master in constantly changing software base that may include electronic mail, word processing, spreadsheet, desktop publishing, graphics and data-base management programs. Cashiers are leaving simple mechanical cash registers behind, as computerized cash registers make it possible to check on the customers credit history, keep track of inventory and maintain sales records for departments and stores.

Change is not always due to advances in knowledge and technology, it also accompanies career advancement. A career spanning 40 years will require proficiency in a number of different positions. Each position will require somewhat different skills, abilities and knowledge. Many companies anticipate these changing personal requirements and provide appropriate training throughout an employee's career.

As companies are merged, new corporate strategies and products developed and the rules of international and domestic competition rewritten. Change at all levels of a firm becomes inevitable. Under these circumstances training becomes a strategic tool. An employees and management become prepared to take advantage of this change and turn it into profitable opportunity. Training prepares human resources to accomplish the organization's strategic plan. The success of any initiatives depends upon the ability, commitment and motivation of the human resources involved. There is clearly an important role for training in ensuring the preparation of management and labour alike.

II) TRAINING, DEVELOPMENT AND EDUCATION –

Training is the creation of an environment where employees may acquire or learn specific, job-related behaviors, knowledge, skills, abilities and attitudes. Comparatively, in training and development some major difference are there as, training is directed at helping employees to perform better on their oriented investment in employees. Development is based on the fact that an employee will need an evolving set of knowledge, skill and abilities to perform well in the succession of positions encountered during their career. The long-career preparation of an employee for this series of position is what is meant by employee development. When we go through the concepts of training and education, we can sort out some differences like, training programs are considered to be designed to limit possible employee responses to those behaviors preferred by an employer. Such responses may be preferred for a variety of reasons. They may be more efficient, safe or simply consistent with organizational goals or philosophy. For example, if an unsafe situation develops, an employee may be trained in the most appropriate ways of coping with it. The talent is to have the employee react only in certain ways without hesitation. In this limitation of responses that training differs from education. Education is considered a means by which the range of possible employee responses is increased rather than reduced. Education represents a broadening of the individual so that they may be prepared to assess a variety of situations and select for themselves the most appropriate response. But today because of changing business environment employers must want to mix up education and training when planning their training programs.

III) THE TRAINING PROCESS –

Following figure (Chart 4.1) represents important steps in the training process. An organization must first assess its objective. What product or services do we wish to provide to customers? At what level of quality do we wish to provide from this product or service? Where do we want to be in the future? Once the firm and its units (e.g. departments) have answered these and similar questions, an assessment of human resources should be undertaken. The firm has to answer question like, can our human resources provide the skills, knowledge, abilities and other personal attributes those are necessary? If, to the extent they have lack of these attributes, training may be required. The assessment of training needs is perhaps the most important step in the process. It is from this needs assessment that the entire training process will flow.

If the organization does not accurately determine its needs, the training process will be inappropriately directed.

After needs have been assessed, trainees must be selected and training goals established. Trainees should be selected with care, ensuring that they and the organization will benefit from their inclusion in the training program. The training goals should ensure that the assessed needs will be served. It is very important that these goals be fully integrated with the organization's human resources training needs. The entire training program will be designed to accomplish these goals; consequently it is important that as these goals are accomplished, the organizations objectives are served.

Once training goals have been established, it is necessary to determine, how to conduct the training. This includes the selection of training techniques (e.g. lectures, case study) and trainers for the program. Additionally, employee ability should be considered when designing the training program. The intellectual difficulty of the materials used, the organization of the program, the time period (or place) provided for learning, the level of self-discipline required and the methods or techniques of instruction should all be sensitive to the ability level of the participants.

At the same time, the means to evaluate the program must also be established. Evaluating the effectiveness of a training program (accomplishment of training goals, improved job performance and accomplishment of organizational objectives) cannot be a haphazard activity. There must be systematic means for determining the degree to which the program has done what it was designed to do. The means selected for evaluation must be sensitive to the type of training conducted (e.g. communication skills, production skills, initial employee orientation), the training techniques used (lectures, audio visuals, seminars etc.), training program goals (attitude change, increased knowledge of organizational procedures, skill acquisition), and the initial training needs. The formal evaluation must be directly related to the original program goals.

As training is being conducted provision must be made for ensuring that the program is proceeding as planned. Without monitoring the training process, it is possible that a well-designed training program may be conducted improperly, or otherwise fails to accomplish its goals. It is not practical to allow a program that has gone off course to continue uncorrected. Monitoring allows a training program to be improved before it fails.

The last step in the model is the formal evaluation of the training program. This evaluation must be directly related to the original program goals. If it does not directly address these goals, it does not provide enough information to evaluate the training program. Evaluation involves a comparison of what was accomplished during the training program with what was intended (goals). When appropriate, the comparison may involve statistics.

✓ **TRAINING PROCESS CHART -**

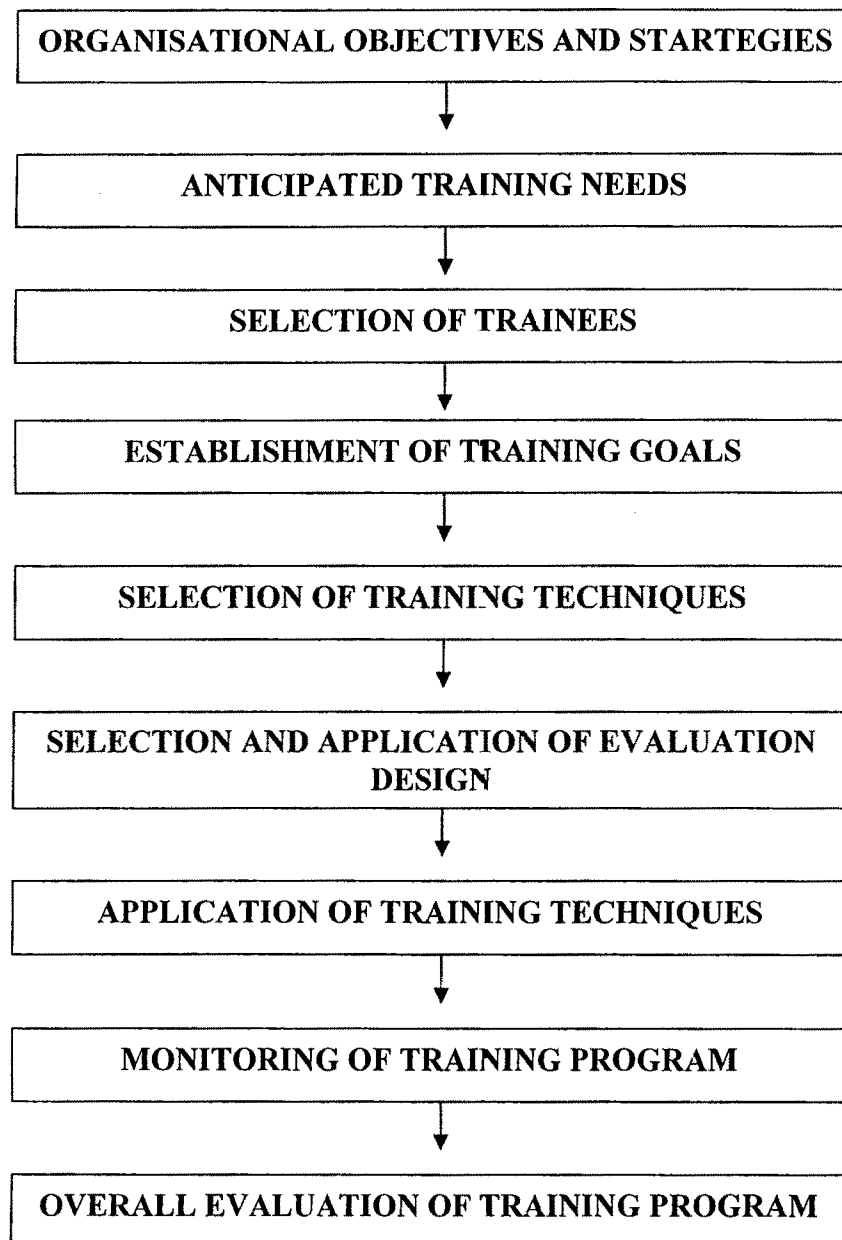


Chart 4.1

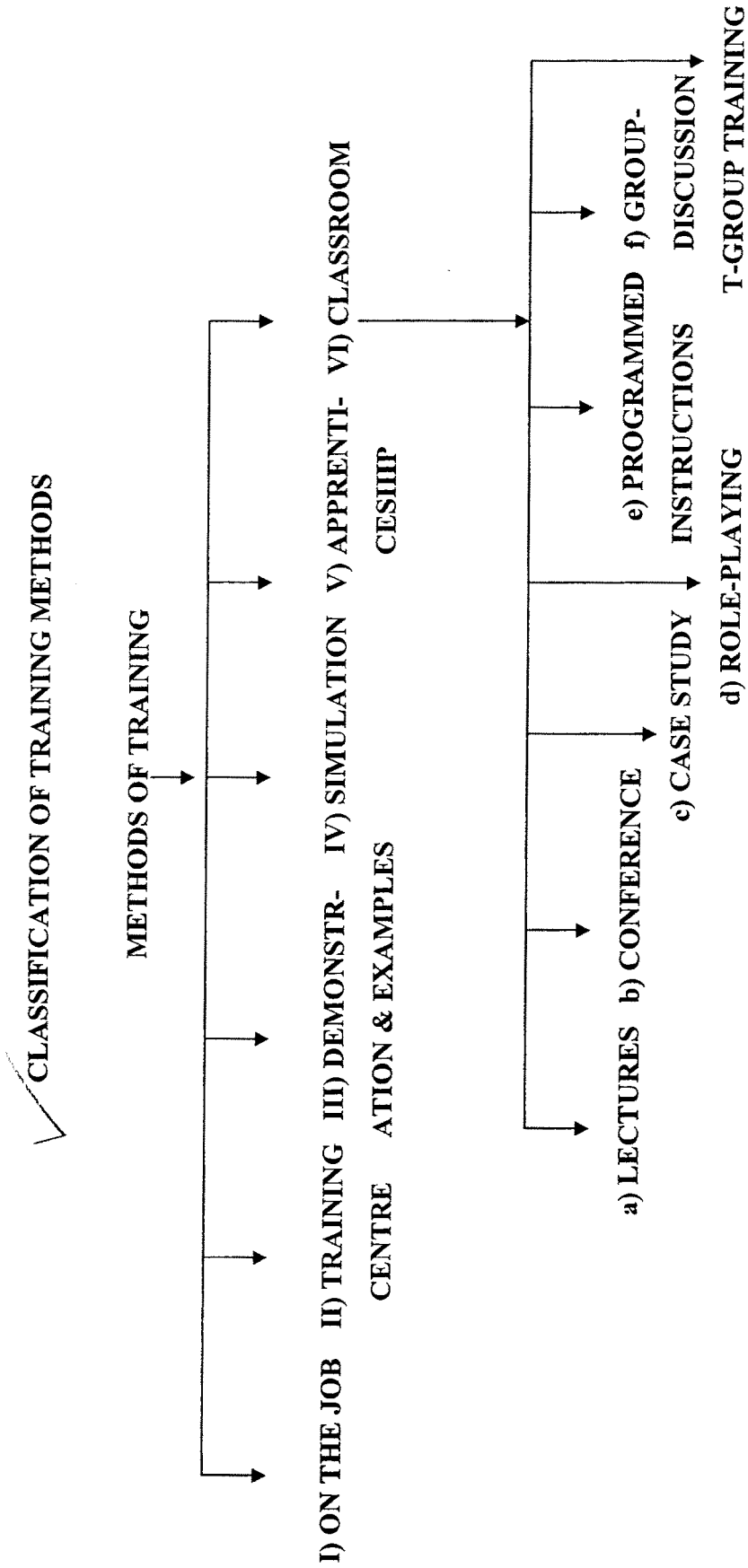


Chart 4.2

IV) TRAINING METHODS -

The forms and types of employee training methods are interrelated. It is difficult, if not impossible; to say which of the methods or combination of methods is more useful than the other. In fact, methods are multifaceted in scope and dimension, and each is suitable for a particular situation.

i) On the Job –

On the job training is most widely used. An employee placed on a new job and told how it may be performed by giving instructions. It is primarily concerned with developments in the employee a repertoire of skills and habits consistent with the existing practices of an organization and with orienting him to his immediate problems. It is mostly given for unskilled and semi-skilled jobs, clerical and sales jobs. Employees are coached and instructed by skilled workers, by superiors or by special training instructors.

ii) Training Centers –

Here classroom training is given to trainee with the help of creating atmosphere of actual work conditions. Theoretical training is given in the classroom, while the practical work is conducted on the production line.

iii) Demonstration and Examples –

In this method, the trainer describes and displays something, as when he teaches an employee how to do something by actually performing the activity himself and by going through a step-by-step explanation of “why” “how” and “what” he is doing.

iv) Simulation –

Simulation is a technique which duplicates as nearly as possible the accrual conditions encountered on a job. The training-center method or the business-game method, these are examples of business simulations. This training is essential in cases in which accrual on-the-job practice might result in serious injury, a costly error or the destruction of valuable materials or resources. It is expensive one. It is most widely used in the aeronautical industry.

v) Apprenticeship –

Especially, proficiency in a job is the result of a relatively long training period from 2 years to 5 years. A major part of training time is spent on-the-job productive work. Each apprentice is given a program of assignment according to a predetermined schedule, which provides for efficient training in trade skills.

Examples are draughtsman, carpenters, weavers, fitters, jeweler, and die-sinkers engravers and electricians etc.

vi) Classroom Training –

“Of-the-job” simply means that training is not a part of everyday job activity. The actual location may be in the company classroom or in places which are owned by the company or in Universities or Associations which have no connection with the company.

Followings are the some important, -

a) Lectures –

Lectures are formal organized talks by the instructors on specific topics. The lecture method can be used for very large groups which are to be trained within a short time, thus reducing the cost per trainee. It can be organized rigorously, so that ideas and principles relate properly. It may become more effective if other methods of classroom training also used simultaneously.

b) Conferences –

A conference is basic to most participative group-centered methods of development. It is a formal meeting, conducted in accordance with an organized plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation of trainees. It lays emphasis on small group discussion, on organized subject matter and on active participation of the members involved.

c) Case Study –

A case study is written or oral miniature description and summary of a real or hypothetical business situation or problem. Trainees are asked to identify the problem and to recommend tentative solutions for it, when case given to them analyze. It diagnoses and deals with real-life situations.

d) Role-playing –

In role-playing, trainees act out a given roles as they would in a stage play. Two or more trainees are assigned parts to play before the rest of the class. These parts do not involve any memorization of lines or any rehearsals. The role-players are simply informed of a situation and of the respective roles they have to play. Sometime after the preliminary planning, the situation is acted out by the role-players. For examples, insurance agent trying to convince his/her prospect for taking policy, salesman making representation to customer.

e) Programmed Instructions –

It involves a sequence of steps which are often set up through the central panel of an electronic computer as guides in the performance of a desired operation or series of operations. It incorporates a pre-arranged, proposed or desired course of proceedings pertaining to the learning or acquisition of some specific skill or general knowledge.

f) Group Discussion –

Generally, the person in charge of discussion, controls the going discussion, trainees are asked to participate in going discussions to come to some legitimate conclusions, decisions. This discussion may be conducted in many ways like, -

- (i) It may be based on statement made by the person in charge of discussion.
- (ii) The person in charge of discussion in advance distributes the material to be analyzed in the form of required readings.
- (iii) The person in charge of discussion, in advance distributes the material to be analyzed in the form of required readings.
- (iv) Valuable work material may be provided to the trainee by actual files.

This discussion compares the reactions of trainee encourages discussion, defines the general trends and guides the participants to certain conclusions.

g) T-Group training –

Through the regular supply of records, tapes, films, publications, latest journals, members/trainees are kept informed for development in their own fields. This is usually comprises- associations, audio-visual aids and planned readings programs.

B) MANAGEMENT DEVELOPMENT -

When firms intend to provide opportunities for their employees to advance through positions of increasing responsibility, they often share the responsibility for both the planning and preparation of employers for those moves. This planning and preparation may include Career Planning Trainings and Management Development Programs. Career Planning Training helps employees to define and establish their own roles in the planning of their careers. The employees may meet formally or informally with a representative of the firm to discuss their personal goals, the skills and knowledge necessary to accomplish these goals, a realistic timetable against which to evaluate goals accomplishment and how the company can help them achieve their goals. The company representative may also distribute or assist the employees in locating useful career planning materials. This career counseling provides benefits to both, to organization and to individual employee also. It provides employers with a

long-term perspective on their employment with the firm, creates a motivation for employee to seek out and participate in training programs and demonstrates the firm's interest in their personal well-being. From the organizations perspectives employees are more willing to identify closely with the firm, more likely to perceive it to be in their own self-interest to earn high performance evaluations and are more likely to establish realistic personal goals.

Prior to instituting a career planning program for employees, an organization must answer a number of important questions. They include concerns regarding the components of the program, the employees who should be involved, and the level of resources to be invested. All these questions deserve serious consideration before an organization commits its resources to a career planning program.

Although career planning training is useful for employees at all levels of the organization, management development refers to training reserved for those who currently are, or who are about to become managers. A variety of training falls under the management development umbrella. Management development is characterized not so much by training content as by the overall objective to develop managers.

Overall above discussion gives following definition of management development, "The goals of management development are, to support the strategic objectives of the corporation provided for interdivisional consistency in management philosophy, support the integration of human resource functions such as- career development, appraisals and encourage an open flexible participatory management style".

D) STAGES IN MANAGEMENT DEVELOPMENT PROGRAM -

According to Doohar and Marquis, the stages involved in management development program are, -

- i) Organizational planning, to determine the company's present and future needs.
- ii) Program targeting, to focus the company's efforts on the most pertinent areas.
- iii) Ascertaining key position requirements, to stress the basic requirements of particular managerial positions.
- iv) Managerial appraisal, to evaluate periodically the abilities and performance of individuals with a view to identifying managers showing a promise of further development and meeting their training needs.
- v) Replacement of skills inventories, to indicate persons qualified for managerial replacements.

vi) Planning individual development programs, to provide specific development programs for promising managers.

vii) Appraising existing programs, to ascertain areas of improvement to be incorporated in future programs.

✓ **II) COMPONENTS OF MANAGEMENT DEVELOPMENT PROGRAM -**

Following are the important components of a management development program.

i) Ascertaining Development Needs-

It calls for organizational planning and forecast of its needs for present and future growth. This is generally based upon comprehensive job description, job specification and job analysis- with particular references to the kind of management work performed, the kind of executives needed and the kind of education, experience, training, special knowledge, skill, personal traits etc. required for such work.

ii) Appraisal of Present Management Talents –

It is made with a view to determining qualitatively the type of personnel that is available within an organization itself. The performance of a management individual is compared with the standard expected of him. His/her personal traits are also analyzed so that a value judgment may be made of his potential for advancement.

iii) Management Manpower Inventory –

It prepared for the purpose of getting complete information about each management individuals i. e. bio-data, the results of test and performance appraisal. This information is generally maintained on card, replacement tables or charts. From these, it can be known that several capable executives are available for training for higher positions.

iv) Planning of Individual Development Programs –

This program is undertaken to meet the needs of different individuals, keeping in view the differences in their attitudes and behaviors and in their physical, intellectual and emotional qualities. The weak and strong points of an individual are known from his performance appraisal reports, considering all these, programs are framed.

v) Establishment of Training and Development Programs –

This job is done by personnel department. Programs arranged as per organizational needs, time and cost involved. These are brief courses, also called crash programs, for examples, human relations programs, time and motion study, creative thinking, memory training, and decision-making, leadership courses and courses in professional or academic institution.

vi) Program Evaluation-

Evaluation of development program is one of the important components of development program. Because, here efforts are made to count the success of program arranged. It finds out how much successfully program is done comparing with expected or predetermined one.

Following are the main objectives of evaluation of training, -

- a) Reaction objectives, intended to 'stimulate a high level of involvement and interest'.
- b) Learning objectives, these are concerned in acquiring knowledge, skills and attitudes.
- c) Job behavior objectives, which are concerned with learning to bring about changes in job behavior.
- d) Organizational objectives, which are concerned with promoting overall results.

FINDINGS IN GOKUL -

A) TRAINING –

Training process chart of Gokul.

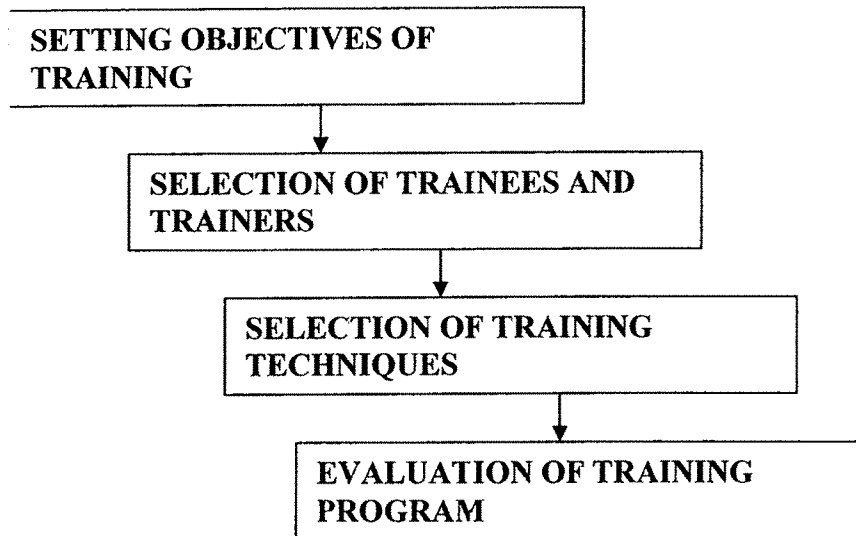


Chart 4.3

TRAINING PROCESS IN GOKUL –

Generally, following is the process of training used in Gokul.

1) Setting objectives of training –

This is first step of training process of Gokul. Before starting any training there is need of setting objectives of that training simultaneously with considering objectives of organization and same process has been doing by Gokul which results in successful training program. Managing director, administrative manager, training manager, head of the department these all are involved in deciding training objectives and goals.

2) Selection of trainees and trainers –

Employees have been selected on the basis of their need of training, education, experience, works quality, department heads references etc, by training managing authorities. Usually preferences have been given to those employees who have not attended that arranged training camp.

Trainer is one of the important factors of training program and success of training largely depends on trainer. And keeping this view in mind Gokul selects best trainers for their training program as specialized qualified persons, agencies, institutions, training centers etc.

3) Selection of Training Techniques –

Gokul considers all the essentials which included in conducting training. Such as employees abilities, intellectual difficulties of the materials used, time period for the learning, discipline required, methods and techniques of instruction, i.e. classroom training, demonstration, training at work etc.

4) Overall evaluation –

Evaluation has been done through comparisons between actual achievements with determined goals by using feedback from trainee employees, trainer's observations.

TRAINING METHODS USED IN GOKUL –

- Classroom training -

Mostly classroom training method has been used in Gokul for training purposes. Others are, on the job training, apprenticeship, training centers etc.

Following is the brief explanation of above methods. –

-Especially all kinds and levels of training programs are arranged as per classroom method. In this method most of time lecture type training is preferred, others are conferences, programmed instructions, group-discussion and audio-visual aids and planned readings mean T-Group trainings.

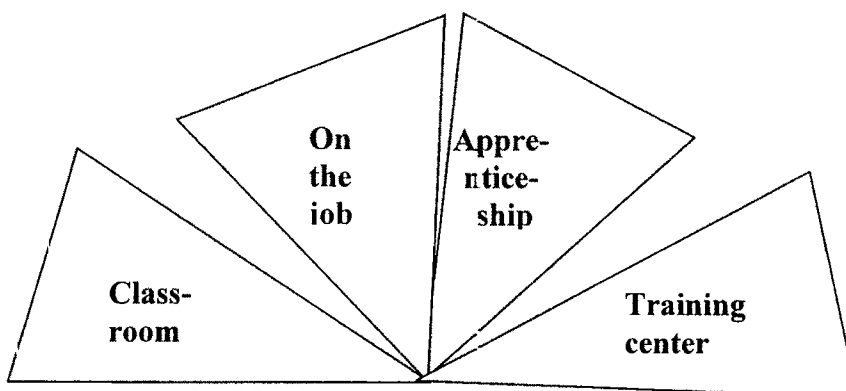
-On the Job Training –

Training is given at actual work place where trainee has to work. Instructor gives instructions to all the trainees at a time by demonstrating work.

-Apprenticeship –

Apprenticeship training is given to newly employed candidates. It can be seen usually in dairy department of Gokul.

Figure 4.1 TRAINING METHODS USED BY GOKUL



-Training centers –

Gokul has its own training centre at Tarabai park, Kolhapur, established in 1990. Trained staff is working there. Training is given to trainer at National Dairy Development Board (NDDB) training centre and also at Maharashtra Training centre and other trainings are arranged and provided by Gokul to these trainers in every year. Here all the important and necessary methods are used for training like, classroom, poster shows, audio-video media, field training etc. Here training subjects have been teaching in simple but accurate way with other subjects which are essentials to become good employee and citizen like, personality development course, about good attitudes, superstitions, health hazards, bad habits (i.e. smoking, chewing tobacco, gutakha etc.) prevention measures. Here, training has been given to employees, workers and also officer level employees.

*(Training program of this centre for year 2005-2006 is given on page 89 and 90).

Evaluation has been made by way of providing feedback forms to fill up to trainee. Trainer assesses those feedback forms and considers all suggestions, either good or bad. It helps this centre to understand the success of training program and also necessary improvements in further training. *(Trainee feedback format given on pg. no. 91)

NEW AREAS OF TRAINING –

Followings are the new areas of training, –

1) Computer Training –

As world is changing because of new technologies and to survive in competitive trade, computer knowledge is necessary and that's the reason to start training to employees in computer by Gokul.

2) Milk testers Training –

Main object of starting training in milk testing is to give accurate information to milk testers about milk testing and milk contents, and to get collected pure clean milk without malpractice.

3) Mapadi training (Milk collector) –

Object of milk collector training is to give scientific knowledge and information about milk collection.

Above all trainings are given at Gokul's training centre at Tarabai Park, Kolhapur. This training centre also provides training to other milk co-operatives and institutions of milk processing on as per their demands for training or as per their need on certain amount of fees, which benefits Gokul Dudh Sangh. Now they are starts to give

training to Co-operative Path Sansthas also, which are not associated with milk processing activities.

MANAGEMENT DEVELOPMENT PROGRAM IN GOKUL -

In Gokul, importance has been given to management development programs simultaneously with training for non-managerial employees. To improve present talents of managers and get prepared them to face future difficulties, these are the main objects of management development programs, arranged by Gokul or training centers on behalf of Gokul.

Following are the components of management development program of Gokul. –

1) Ascertaining Development Needs –

First upon development needs are ascertained by Gokul. Job analysis has been done with reference to the kind of work performed and kind of executives needed with kind of education, experience, training, special knowledge, skill etc. needed for such work.

2) Appraising Present Management Talent –

Appraisal has been made of present management talents available within Gokul. It becomes useful to enhance and use that talent for the benefit of that individual manager and Gokul.

3) Establishing Development Program –

Managerial needs, period of program, cost of program etc. are considered while establishing development program.

4) Evaluation of program –

Finally, evaluation has made by comparing actual with determined effects and goals.

