Human Resource Management – 1
Prof. Kalyan Chakravarti
Department of Basic Course
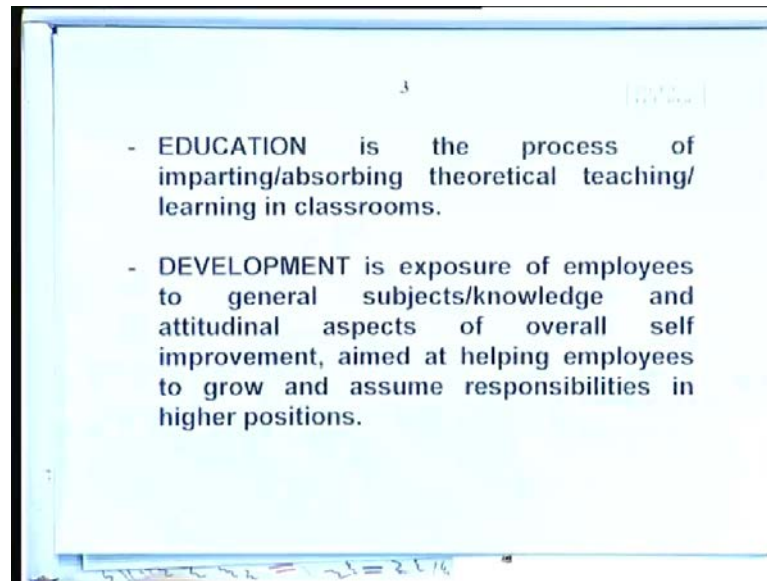**Indian Institute of Technology, Kharagpur**

Lecture No. # 09
Training and Development

Good morning; we recall at the last lecture we talked of performance evaluation and appraisal and we said that one of the purposes for performance evaluation appraisal is to have training and development programs to identify what are the weaknesses; therefore, training and development.

It is interconnected with that; sad part is many organizations will have the performance evaluation and appraisal, but they will not have the training; it is illogical, but it is so in many organizations; but, in excellent organizations they go hand in hand. The purpose of training and development is… The very word training means to teach people some knowledge and some skills and also to help them change some of their attitudes if the attitudes are mitigating against good performance - to train them, to teach them how to change their attitudes. In order for you to do that, the learning must come after you have done unlearning; if you have got a bad attitude you have to first get rid of that attitude; we say. first you unlearn - sometimes - and only then you learn.

Training and development comprises basically of the following structured steps; as we said training and development are engaged in imparting specific skills abilities and knowledge to the employees; there can be a distinction made amongst training and education - what is that?
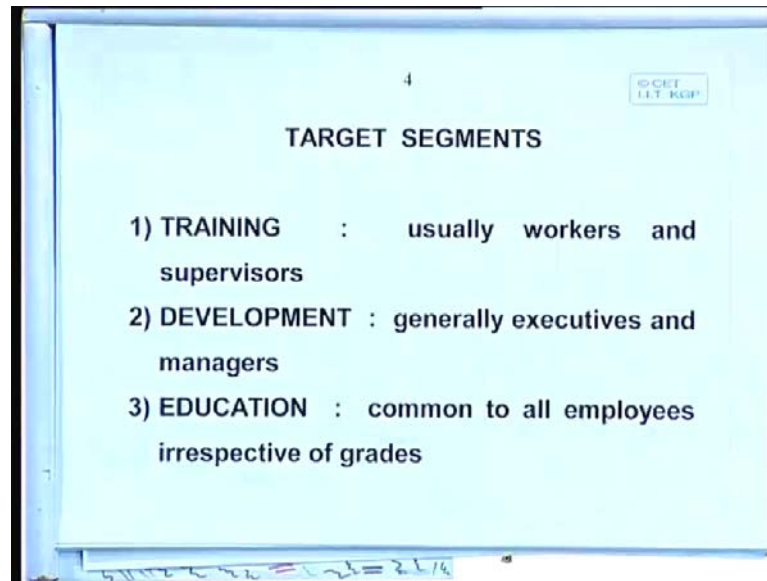
(Refer Slide Time: 03:11)

- EDUCATION is the process of imparting/absorbing theoretical teaching/ learning in classrooms.

- DEVELOPMENT is exposure of employees to general subjects/knowledge and attitudinal aspects of overall self improvement, aimed at helping employees to grow and assume responsibilities in higher positions.

Training is a process of imparting skills whereas education is the process of imparting or absorbing theoretical teaching and learning in classrooms; do you see the difference? Now, you are attending a class so we say you are attending an educational process, but normally for executives we have a training process where certain specific skills are being taught; this is a distinction which is done.

Then look here - development, another distinction; development is exposure of the employees to general subjects or knowledge and attitudinal aspects; we talk of attitude - changing attitude - attitudinal aspects of overall self improvement aimed at helping the employees to grow and assume responsibilities in higher positions; have you understood the distinction here? Attitude and personal development.

The company has got many jobs and you require training for the jobs; education we said is generalized kind of knowledge, but training is specialized knowledge; if you are taken as engineers - trainees - you already have some generalized knowledge, because you have had an education, but you may not have the specialized knowledge which the company requires you to have for you to do their work; so they train you.

Development is, as the very word says to (( )), to develop yourself and the company helps you to do that; will not the company themselves gain in the process because you will do better performance later; please remember all these three terms.

(Refer Slide Time: 05:01)

Here, we said target segments - training usually workers and supervisors; development - generally executives and managers and education is common to all employs irrespective of the grades.

(Refer slide Time: 05:30)
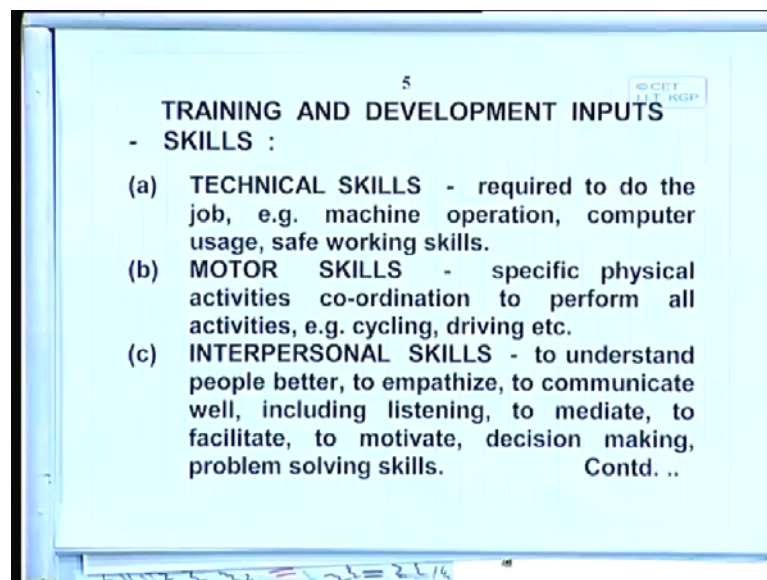
Training and development input skills - first you have the technical skills required to do the job - example, machine operation if you are talking of shop floor level workers; computer usage, safe working skills - if you are on a factory workshop, there are lot of latent danger because you are rotating machineries, is it not? Handling of tools which

when not handled well can injure you, conditions in the work shop - like if you are doing buffing or grinding operations unless you know that you require to protect your eyes and you have to wear goggles - unless you know that - you may damage your eyes and so on.

Then, motor skills - specific physical activities, coordination to perform all activities - example, cycling and driving; these are skills which you have to practice; only theoretical instructions and classroom training is not going to give you these motor skills; if you want to learn how to bicycle all the theory which I tell you is not going to help you have to actually get on to a bicycle fall down many times and then only you will learn; hopefully, when you learn to drive a car you will not crash many times; hopefully, there will be instructor sitting next to you with dual controls - you have two steerings.

Interpersonal skills to understand people better; to empathize, to communicate well - including listening - to mediate, what is mediate? Two people are quarrelling or they have dispute, mediation means you must have the skill where you can positively intervene and help those two disputants to come to an amicable agreement - that is the skill required for mediation; like, if you are the eldest of three brothers and your two younger brothers are fighting and quarrelling you have to have the skills - you can beat both of them up and say stop it - but, the other skill is to persuade them to not fight, solve the dispute and then tell them to shake hands - now, do not fight; this is the kind of skills you require in mediation.

To facilitate, to motivate and to help in decision making and problem solving skills; it is a whole basket of skills which come under inter personal skills which are required by every manager to perform his job successfully and to do it well.

(Refer Slide Time: 08:07)
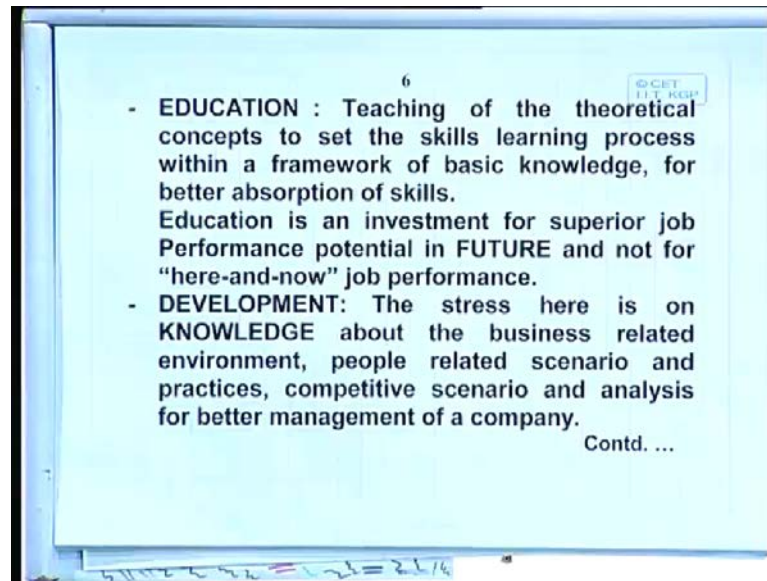
Education - teaching of the theoretical concepts to set the skills and learning process within a frame work of basic knowledge for better absorption of the skills; education is an investment for superior job performance with potential in future and not here and now job performance; you will find in many companies they encourage - particularly the younger people - to go on a kind of sabbatical they grant them leave; they call it study leave; they get…they say we will give you pay whilst you are doing this one year study leave; say, you are going for an M.Tech one year program or two years program and when you come back we will absorb you - you can have your full pay and perks; why are they doing it? They are investing in you - in your education - in the hope that when you go and acquire this knowledge and when you come back you do a better job.

Of course, many company they will ask you to sign a bond; because, we are giving you these pay and perks and when you come back you have your job with us, therefore you must at least remain with us for two years or three years, so that we can get some of the benefit of the money we are investing in you.

Development is…the stress here is on knowledge - about the business related environment; people related scenario and practices, competitive scenario and analysis for better management of the company; here you see there is more specificity about the company that you are working on, whereas education is of generalized frame work - go

and do an M.Tech; you have a B.Tech? Go and do your M.Tech; that general education at a higher level will help us in the company.

(Refer Slide Time: 10:00)
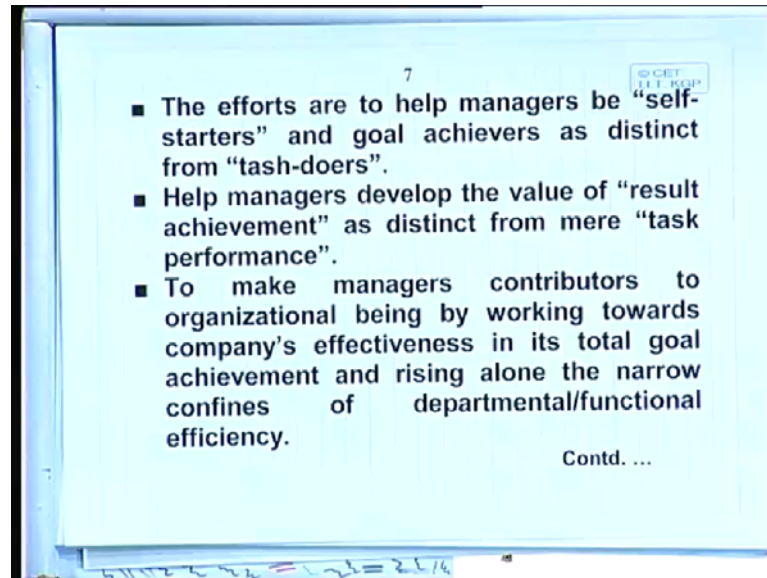
Here, you see the efforts are to help managers to be self starters and goal achievers as distinct from task doers - read this as task; task doers means that they do not wait till the boss gives them a task and to do it; they initiate the task on their own, they can foresee some problem which may come; that is a managerial quality - to be able to anticipate problems and do things without your boss asking you to do it.

Help managers develop the value of result achievement as distinct from mere task performance; do you see the difference? One is task performance and the other is result achievement; is it necessary that if you perform a task the result will come? May not be; I am performing a task - what is the task I am doing? Teaching; now, if none of you learns, have I achieved any result? No - this is the distinction.

To make managers contributors to the organizational well-being by working towards the company's effectiveness in total goal achievement - clear? What it is saying is, instead of living in the narrow confines of department of function you look at the total company's role; remember, we have discussed it many times; do not have your functional efficiency only if that mitigates against the ineffectiveness of the company; sales or marketing and production fighting, why? Because, the client want changes after release of order and you say we cannot give you changes - it will cost you more; in the process, the client will

suffer. So, each department why do they have a dispute? Each is trying to increase their own efficiency - they are forgetting about the client; training - when you do managerial training - you focus on these aspects to make people understand that effectiveness of the company is what is the ultimate goal.

(Refer Slide Time: 12:20)
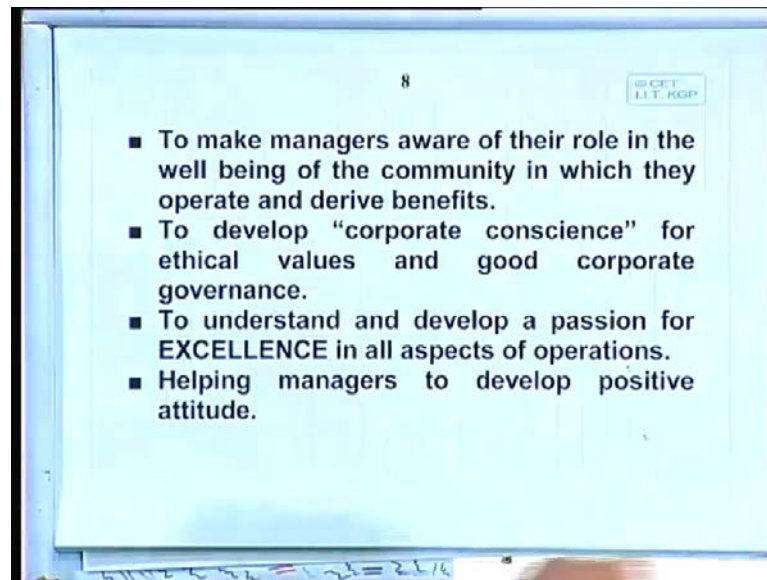
To make managers aware of their role in the well-being of the community in which they operate and derive benefits; often you forget that you are allowed to exist as a company and operate, because the community allows you to do it; they may not give you a permission certificate, but remember if you harm the interest of the community they will rise up against you; you cannot have poison and waste effluent which you throw in to the river where the community is using it; you cannot have smoke going up which gives respiratory illnesses to the community around you; to make you aware of that also.

Of course, you have all the national institutions like the Pollution Control Board, which is an enforcement board - they can stop your factory; you have to get their permission before you open a new factory and so on, it is a regulatory body;

To understand and develop a passion for excellence in all aspects of operations - passion for excellence is an attitude - it is a frame of mind; training and development helps people to get that. Helping managers to develop positive attitudes; the classic example, you see a glass and you say its half full or you say its half empty - positive attitude and negative attitude.

ACTUAL PROFILE OF TRAINING INPUTS

The Table below summarizes the training design of employees of Hindustan Lever Limited (HLL).
(Source : Human Resource and Personnel Management; K. Aswathappa; Tata McGraw-Hill, 2nd Edition, p. 195)

Table   Training inputs across employees

Inputs	Operatives	Lower-level Managers	Middle level Managers	Top level Managers
Specific job skills	Yes	—	—	—
Motor skills	Yes	Yes	Yes	Yes
Interpersonal skills	Yes	Yes	Yes	Yes
Education	—	—	Yes	Yes
Development	—	—	Yes	Yes
Ethics	—	—	Yes	Yes
Attitudinal changes	Yes	Yes	Yes	Yes
Decision making and problem solving abilities	—	—	Yes	Yes

You can train - there are training programs to train you for doing that; actual profile of training inputs - this table summarizes the training design; it is a typical design - you have training input across employees - that is, you have top level managers, middle level lower level and operatives - that is the workers; on this side you have specific skills, motor skills, inter-personal skills, education development, ethics - very important, particularly, for higher level mangers - decision making and problem solving; there may be more, this is just representative.

Let us say for operatives - specific skill for operatives? Yes, they require it; specific skills for top managers? Maybe - no, not that important, but what is important for top manager are all the others - motor skills, they should be able to drive [FL], use computers, use all the productivity improvement equipment which is within the office environment and so on and all the rest of it; you can see a pattern here - if you have lower level managers there are fewer numbers that required to know, but as you go to the top you require to know; the process starts from middle management - by the time you are middle management you should be positioned strongly to take up roles in top management positions.

What are the dynamics of training? Training once given needs to be repeated - remember that; particularly, in areas like fire safety - if you are in a factory you will have fire safety

drills which are repeated periodically, because what is that happens people forget, new people join; it is so important that we are required to repeat it, so there is a frequency.

(Refer Slide Time: 15:42)
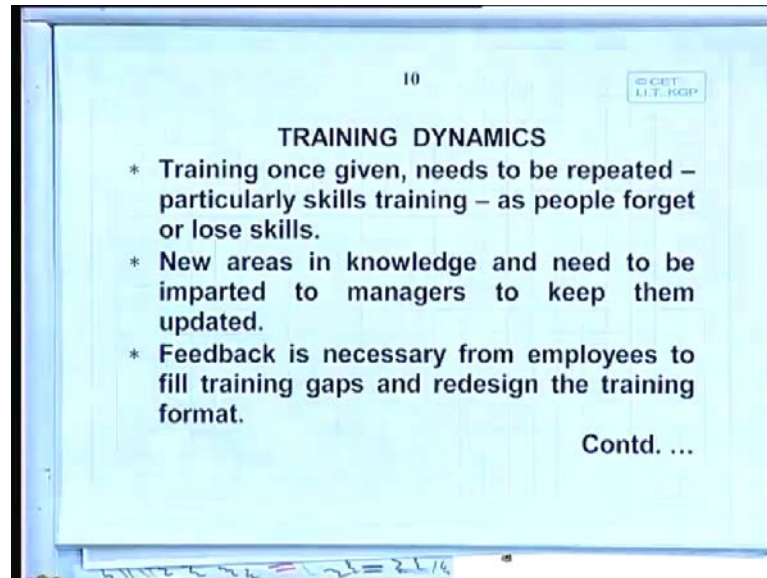
Particularly, skills training as people forget or lose skills; fire extinguisher - you lose the skill on how to operate it when there is a fire; there is an emergency and people are running around and you get to a fire extinguisher and you are in a panic; you do not know how to operate it; that is why…and it happens all the time; you have to keep on repeating a training.

New areas of knowledge and need to be imparted to managers to keep them updated; remember, when we entered the PC era, that is, about twenty five years ago; before that offices did not have PCs; they used to have main frame computer - computer department; when PCs came, there was massive training which had to be given to all employees to learn the use of PCs; the training had to be calibrated and designed, because if it was the lower level person in an office - like clerical or stenographers - typist category, they had to be taught how to operate specific programs.

And, very high skill level - even the managing director he could…he had to be taught at least to see his mail if his secretary is not there; may not have all the skills, may not know how to type - touch typing with ten fingers - maybe, one finger, but at least he had to have a basic minimum knowledge; massive training has to be given, why? Because, change has come; so, new areas.

Feedback from employees is necessary to fill training gaps and redesign the training format; feedback was with performance evaluation and appraisal - this is the other side of the coin; having done that and established how he has performed, you also establish what are his areas of training and development - from the same form; that form goes to the training department and they find out the needs; it is a kind of continuing process; can you stop training? No? Why not? Why cannot you just stop training? Because, new machines come, new environment come and you forget also; new people come, people leave; so, training has to be an ongoing process.

(Refer Slide Time: 17:45)

The table below reveals the gaps in training obtained from survey findings from the foundational organizational research and education of fifty central public sector companies in India; here, you see we have top senior - these are levels of management - and middle level; these are managerial cadres; here you have gap areas - gap - the survey found this gap actually; gap is knowledge in functional area, leadership and human relations managerial skills, job related attitudes, attitudes - general and team work; huge numbers of gaps which were revealed by the survey and then the must have started addressing this gap areas by giving training programs - designing training programs.

(Refer Slide Time: 18:56)
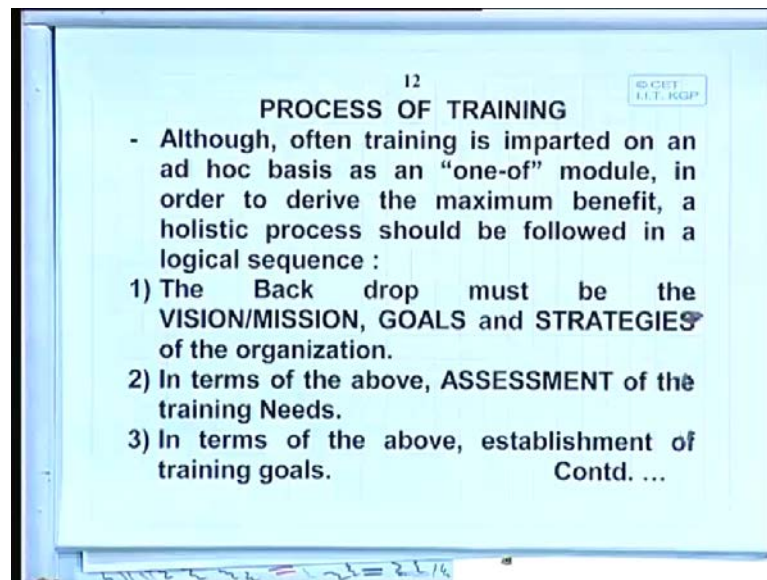
The process of training…although, often training is imparted on an ad hoc basis - as a one off - that means, not continuously, but just; one of module…in order to derive the maximum benefit a holistic process should be followed in a logical sequence; say, a managerial training - you start with supervisory development; that is, when you are at a lower level and then when you go to a higher level - with more experience - managerial training; the kind of training which we impart will accordingly be calibrated so that you can fulfill the higher role.

That is what a continue of training - looking at it holistically, not just sending to one or two programs; the backdrop must be the vision, mission, goals and strategies of the organization; in terms of the above, assessment of the training needs; in terms of the above, establishment of training goals; you see, it is holistic - various categories and classification of employees.

(Refer Slide Time: 20:02)
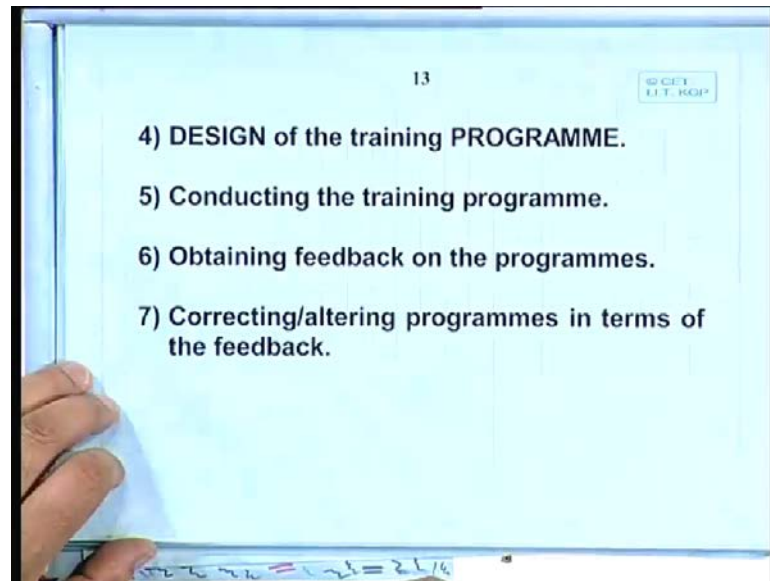
Design of each level of training program, conducting the training program; sometimes, with your own in-house faculty; very often with faculty from industry - that is, other managers; sometimes bringing in faculties from educational institutions; obtaining feedback from the program - how the program was? Was it a good quality program or not so good? If so, what are the areas of improvement? Correcting and altering programs in terms of the feedback you receive; feedback from whom? fFeedback from the participants.

(Refer Slide time: 20:34)
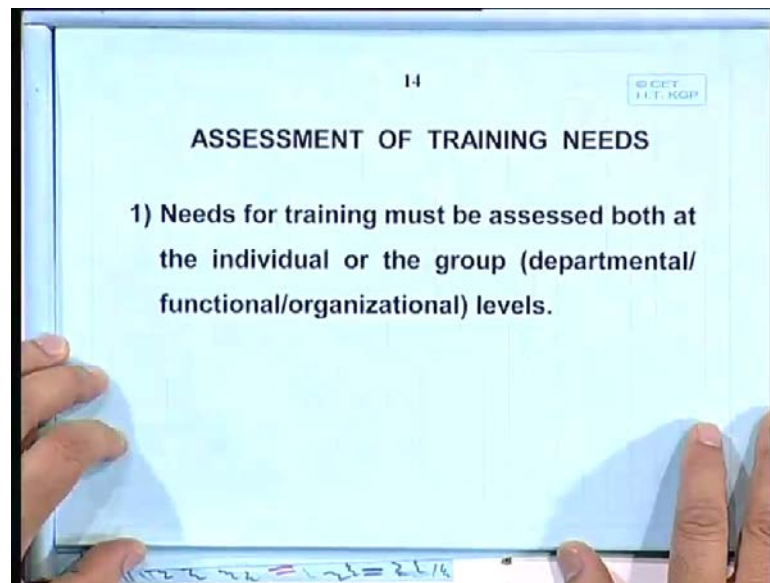
Now, assessment of training needs - needs for training must be assessed, obviously; both at the individual or the group and department levels; training needs to be assessed by using a number of methods.

(Refer Slide Time: 20:54)
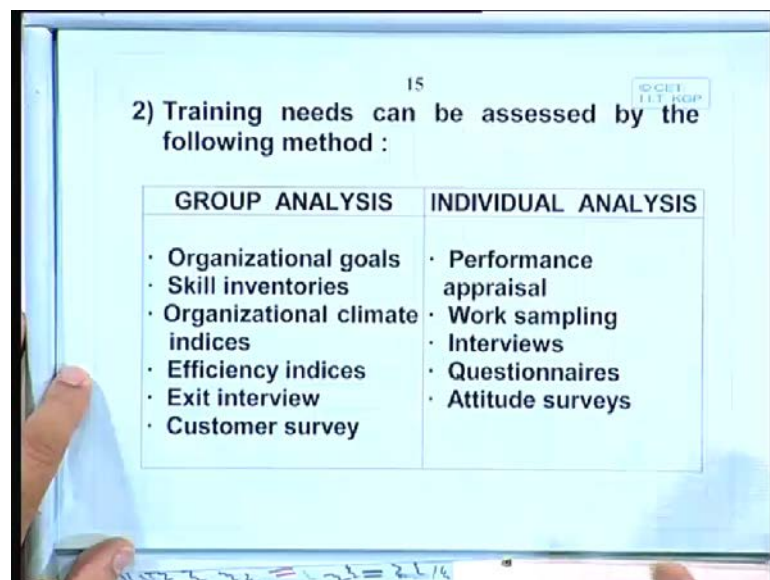
Group analysis and individual analysis; organizational goals - does the department know about the organizational goals? Does the group know? Skills and inventories - what skills are required and are they available? Organizational climate indices, efficiency indices, exit interview and customer survey; the customer may be an internal customer -

say, a production department is giving service to the sales department; sales department is the production department's internal customer; what is the feeling of sales about the performance of the production department? These are the internal services; you can have outside service; performance appraisal, work sampling, interviews, questionnaires and attitude surveys; you have a whole plethora of instruments available by which you can make the assessment.

(Refer Slide Time: 21:48)
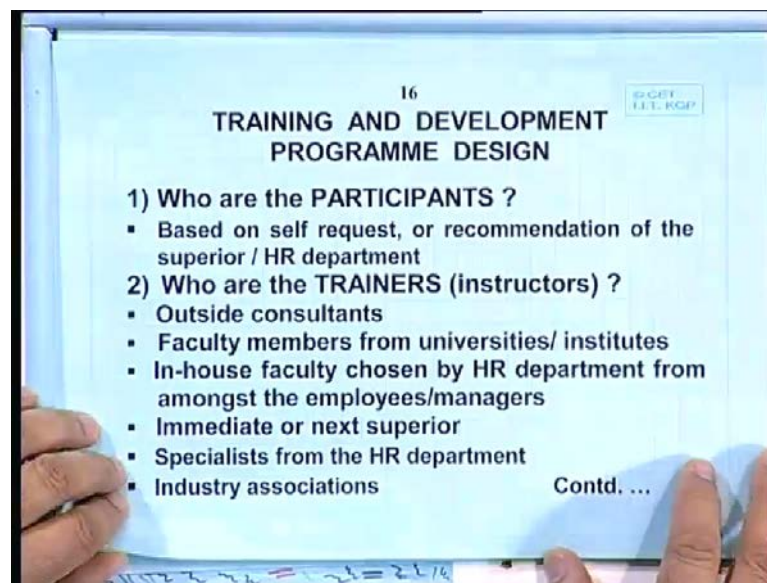
Then, having done it, you say who are the participants based on self request or recommendation; some people ask for training - the employees - that is self request and sometimes the bosses recommend; who are the trainers or instructors? Outside consultants - as I said - sometimes faculty members from universities and institutes, in-house faculty chosen by HR department; HR department manages themselves; immediate or next superiors and industry associations - like, the Bengal Chamber of Commerce; you may ask them to recommend some of the trainers.
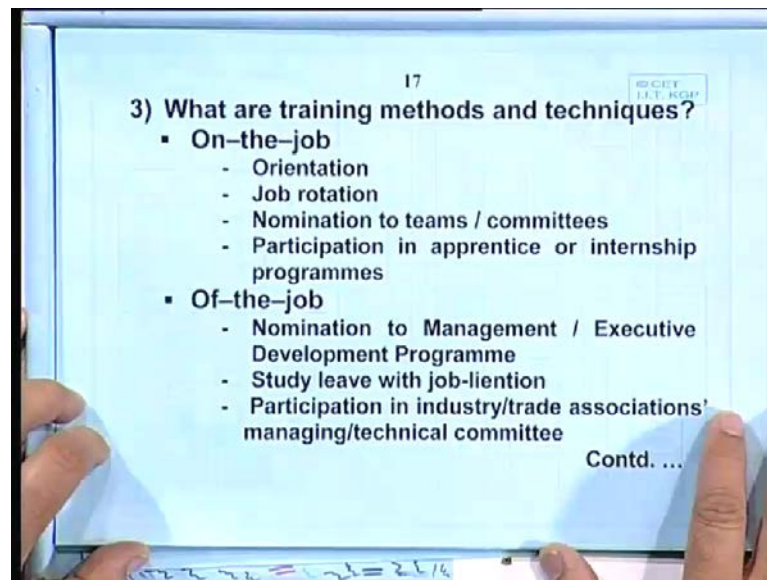
Some of the training methods and techniques - on the job training, orientation, job rotation, nomination to teams and committees; participation in apprentice or internship program - that is, the industry training which B.Tech people go for; on the job and off the job is nomination to management or executive development programs like short term courses; in IIT, so many executives and officers come; they are coming for this - they are being nominated for this program.

Study leave with job orientation - the job lien; that means, sent for leave as I mentioned earlier - for study; participation in industry and trade associations, managing technical committees.
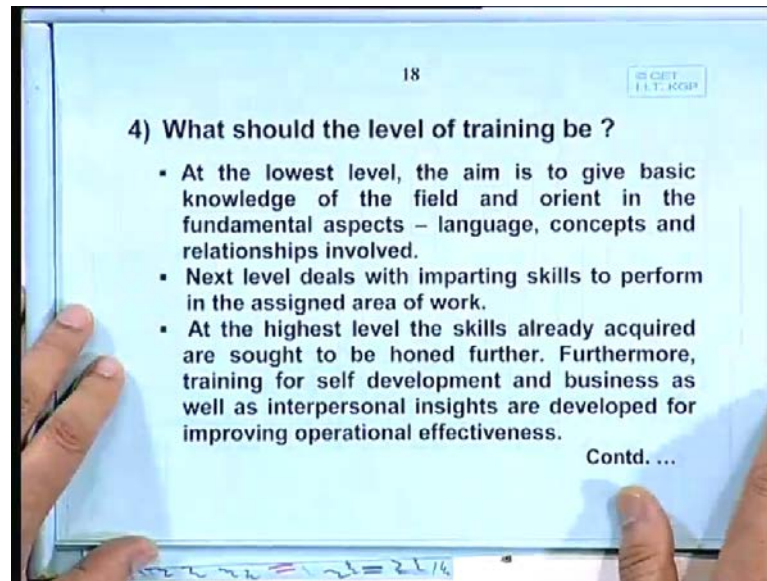
What should the level of the training be? At the lowest level, the aim is to give basic knowledge of the field and orient in the fundamental aspects like language, concepts, relationships involved; the next level deals with imparting skills to perform in the assigned area of work; at the highest level, the skill already acquired are sought to be honed for the - honed means, improved; furthermore, training for self development and business as well as inter personal insights - both for your business, the industry as well as for your self are developed for improving operational effectiveness. What are these principles, which we call learning principles?

(Refer Slide Time: 24:07)
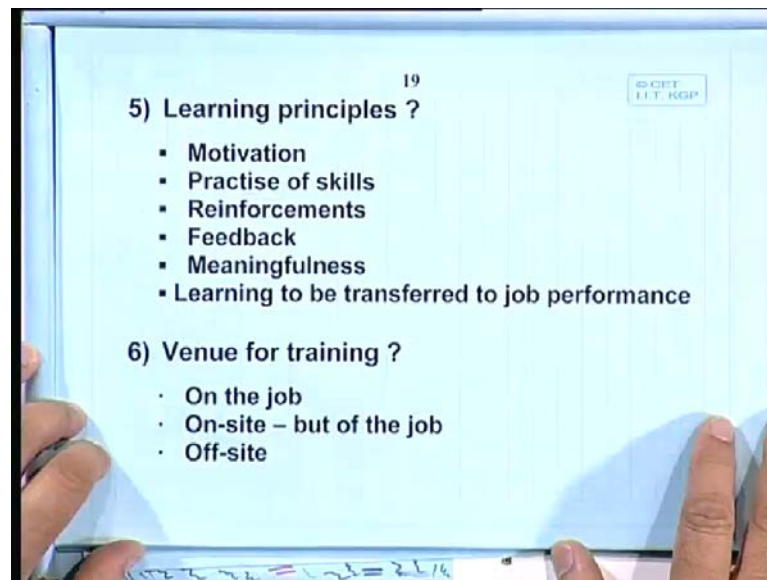
Motivation, practice of skills, reinforcement, feedback and meaningfulness; I mean, the participant should accept that it is meaningful for them to have this training at all; this logic should be accepted by them; learning to be transferred to job performance; naturally, if you learn something it must be reflected in better performance of the job, then the training really has value.

Venue for training - on the job, off site and on site, but of the job; that means, you go to the HR department's training room or seminar room; off the job - you are not in your job in the factory.
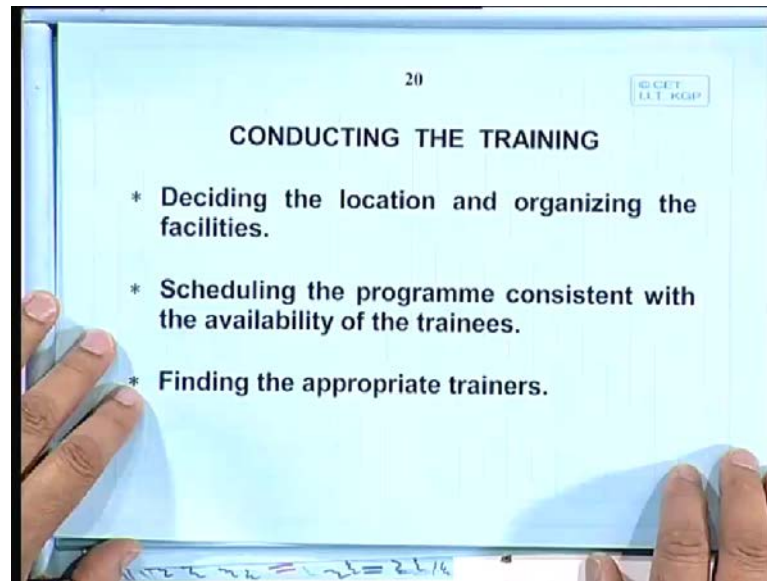
Conducting the training, deciding the location - are you going to have it in Singapore - the training? Or are you going to have it somewhere in Calcutta? Or are you having it in your factory? Scheduling the program consistent with the availability of the trainees - do not think it is easy - you just ask for the trainees and they come; you will find most departments say - we cannot spare them, we have got rush job now.

So, the HR department has to calendar it, they have to do it; finding the appropriate trainers - no point in having lousy trainers to do training. then you will be discredited; the whole process is defeated. It is not easy to get good trainers; there are many trainers, but good trainers not so many; monitoring progress and compiling the results of the feedback from the trainees as well as the trainers; after every training program, participants are asked to fill the feedback; now, that feedback should not collect dust in the office; the HR department must at least analyze this feedback - see patterns of behavior, try and find out who are the good trainers, whether the training program was good; the questionnaire is framed to give you these inputs and then due action should be taken on it.
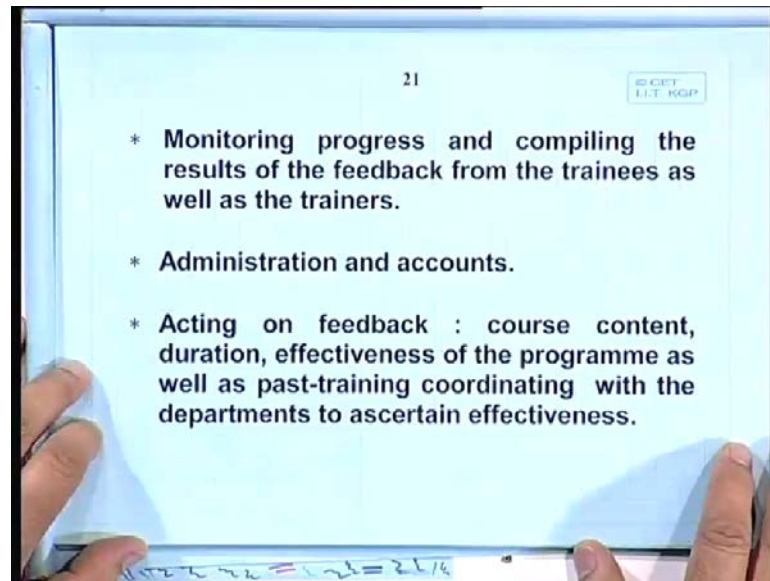
Administration and account - what is the cost of training? Acting on feedback, course content, duration - feedback form will tell you that; you have to do that, acting on it; effectiveness of the program as well as the past training; coordinating with departments to ascertain the effectiveness; the participants may say very effective, but you go and ask the boss that you send so many people over the last three years for this training, has it reflected in their work? And the boss says, no; then, obviously you cannot rely on only the feedback; this is in brief - the training and development in capsule form; to sum up, you can say that training is a continuous process - why? Because, the environment changes, people change; so, training has to be given.
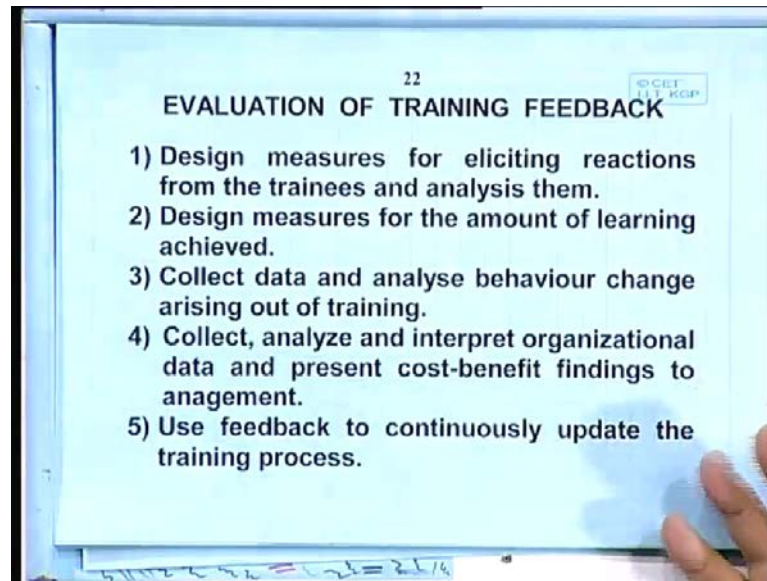
Training is very necessary to impart knowledge, skills and to change and get good attitudes; before you can give training, which is a learning process, you sometimes have to unlearn some bad habits and practices which have been acquired; having unlearned it, you learn the new habits and practices; training is a scientific kind of activity - it is not a one off - you have to look at whole organization.

You have to look at the needs of the departments consistent with the needs of the organization's vision and mission; in the department, you have to look at the needs of various types of employees; the implementation is important - where you hold it, how you hold it, what kind of people do the training and you have to have your own closed loop feedback as an HR department to see how effective your training has been; keep on improving your own training methods and procedures to be on top of the job; we will end this today and as I said earlier it will be a short class and then we will meet after the (( ))