**Concept of Management and Evolution of Management Thought**
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Lecture - 25
**Training and Development - II**

Hello, yesterday we looked at various dimensions of training and development in particular, we examined on the job training and we will continue our discussion on training and development. We will examine few more issues and how training can be implemented not only at the employees or the workers level as well as at the supervisory and managerial levels.

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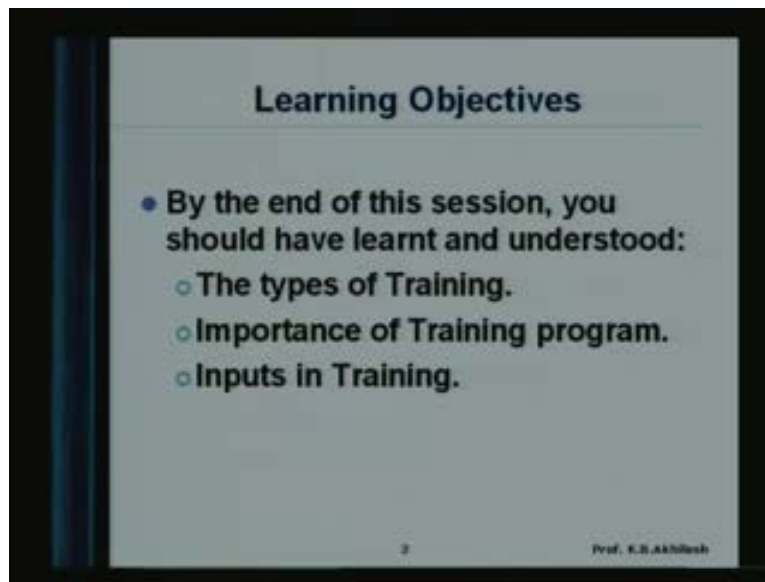
In this session, you should have learnt and understood the types of training apart from what we talked about the on the job training. The importance of the training program the inputs in trainee and we should also see the benefits of training conditions for effective management development programs and all and we will also look at how can we evaluate the training programs.

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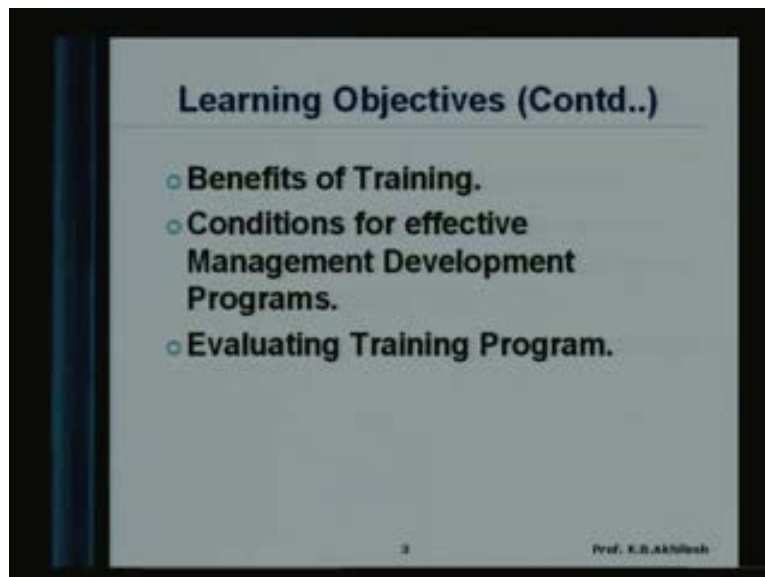
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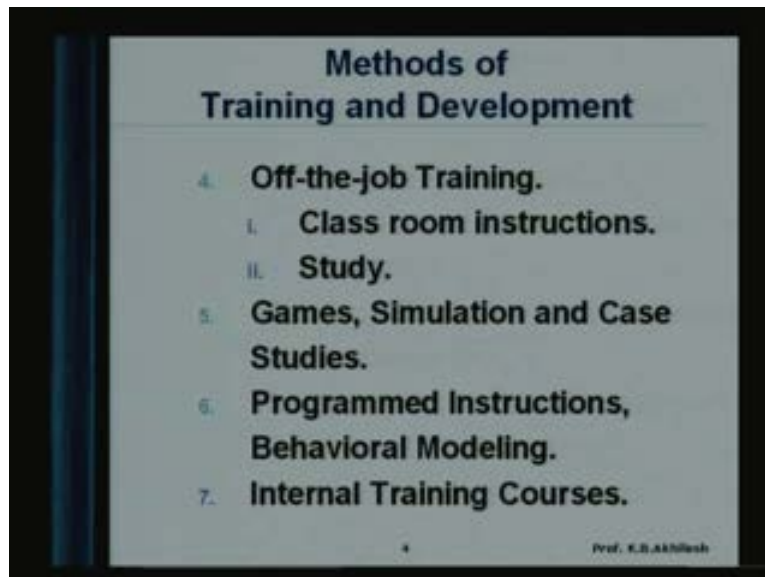
In this discussion, we will examine different methodologies adopted by different organizations these are only illustrative examples but there are always variations and organizations may use a combination of methodologies, methods of a training and development particularly, if you focus on off the job training basically, we can classify them into 2 parts, one classroom instructor like
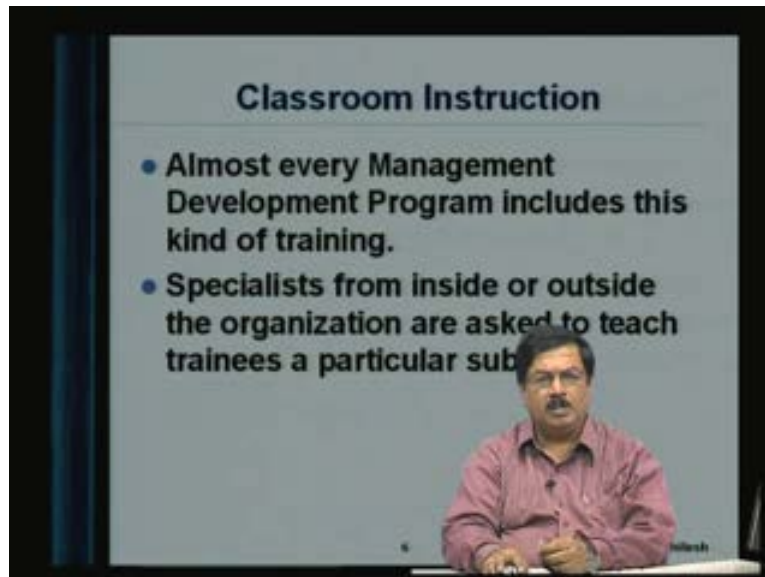
kind of a training, another is a study which is much more open and the individuals are asked to go through and understand this the, I will elaborate on this. The other point is the games simulation and case studies, the programmed instructions then the behavioral modeling internal training courses.

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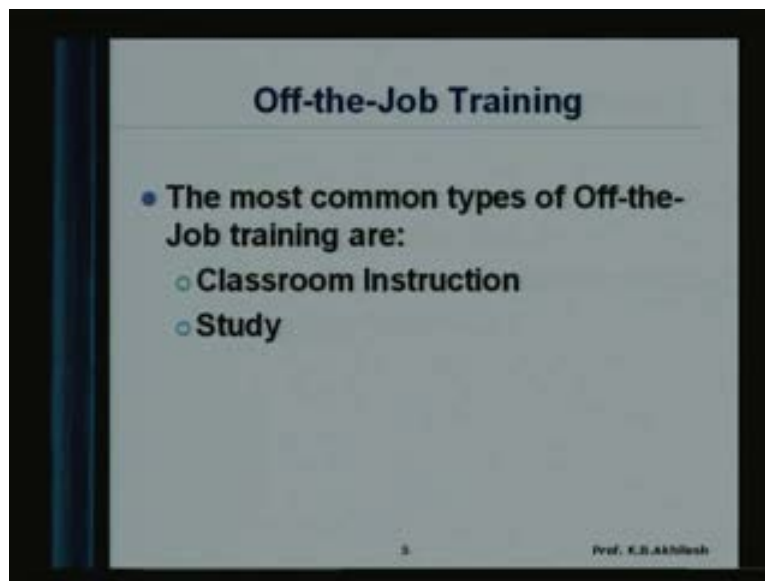
So these are all different methods of a training and development. We will examine some of the some of these things in detail but the most common types of off the job training are the classroom instruction as well as the study. We look at the classroom instruction almost every training and management development program includes this kind of a methodology in a classroom training as we all know that the details are worked out the specialist either from inside the organization or outside the organization are asked to teach trainees a particular subject. Typically, the lecture mode is the most common adopted practice and the subjects would vary anyway between an hour to hour and a half and in a day about 4 topics are typically covered in a day you know in a training program, one can also see that the methodology is much more instructor let it does not restrict that it there is no participation or any such things that means the instructor can deploy different methodologies in the classroom apart from lecturing and create an environment for learning.
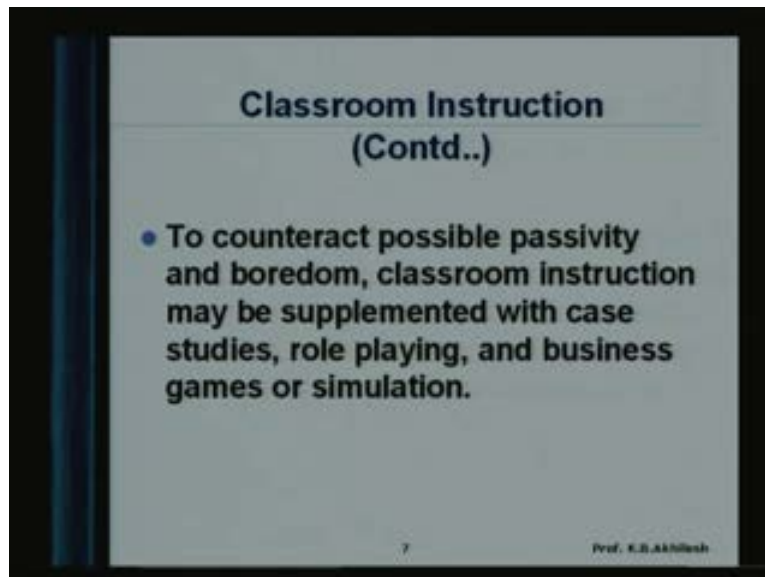
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So the so what we can think in terms of that the instructor or the trainer he can counteract possible a kind of a passive or passivite, passivity and a boredom of the of the trainees through supplementing with case studies role playing business games or simulation. So one can deploy many of these alternate methodologies and create an interaction opportunity within the classroom
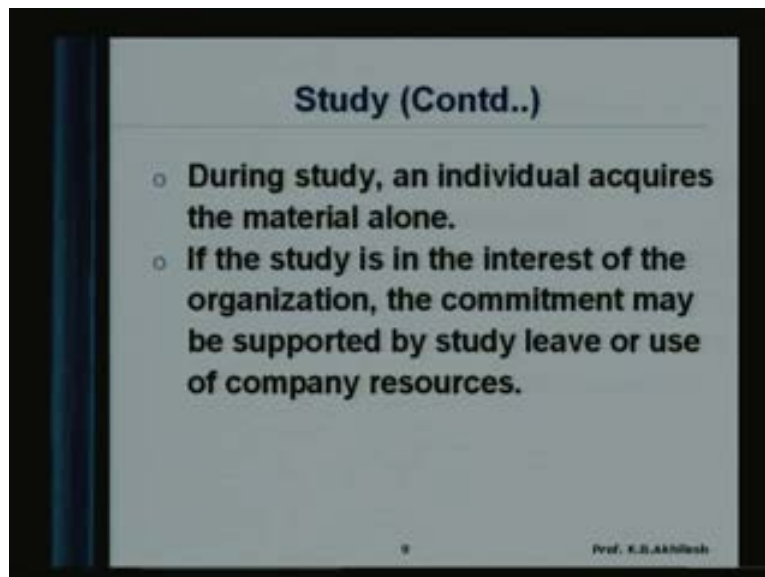
and create that required interest provide the experiences which are most meaningful however, the lecturing or the leading is mostly by the instructor when you look at the study in contrast to the to the kind of a class room thing what we are discussing is much more dependent upon the trainees, personal acquisition of a factual knowledge.

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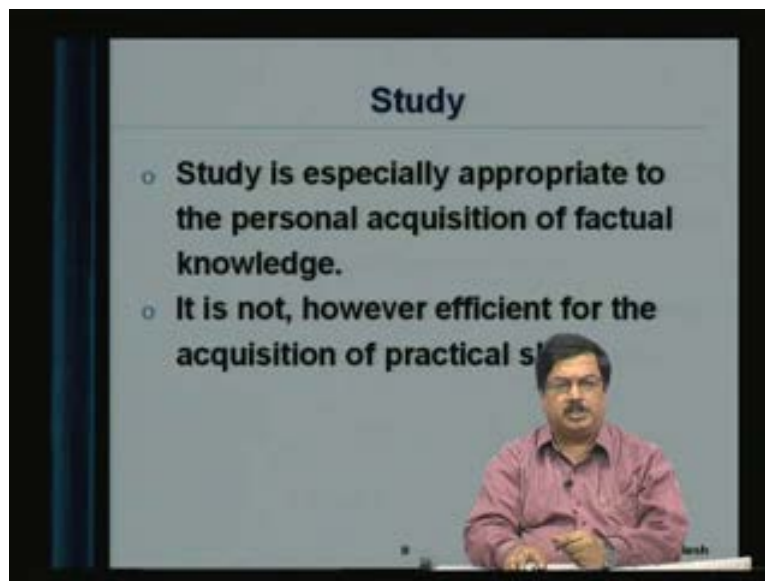
So that is how it is not very efficient particularly when somebody is looking for acquisition of a practical skills for example, if somebody wants to learn about about operating of certain machines it is not easy to just run a read a book or a manual and the get onto the operation. It is ideal that some guided experience some demonstration some explanations are provided before somebody gets onto the task. So that is how the study is useful when such support is not available but it also comes with some limitations but during the study what we assume is that individual acquires the material alone sometimes it is possible that one or more trainees come together and work together and also explore together.

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So if the study is in the interest of the organization then you know the commitment may be supported by the also that where you can give a study leave or use of the company resources. Otherwise, the individual has to study either in the evening hours or in the morning hours or some other time and then come and look for an opportunity within the organization how he

would like to use it or she would like to use it the study might take the form of sometimes a formal higher educational courses or vocational courses. So it is less structured courses at other institutions, so many at times you you never know that the kind of learning what goes on in other places could be used in the organizational context.

So the sometimes the trainee can also be given some leave so go and complete that course ad come back when you have only one or two people to be trained and you cannot design sometime long term courses, it is ideal that the company provides leave for a for that period of that education. Typically, if you require an electrician, so somebody who has to do that kind of a certificate course in electrical maintenance it is ideal that you give the time off and provide the time. So that the individual can go complete that course and then comes back and deploys that skill in the organization.

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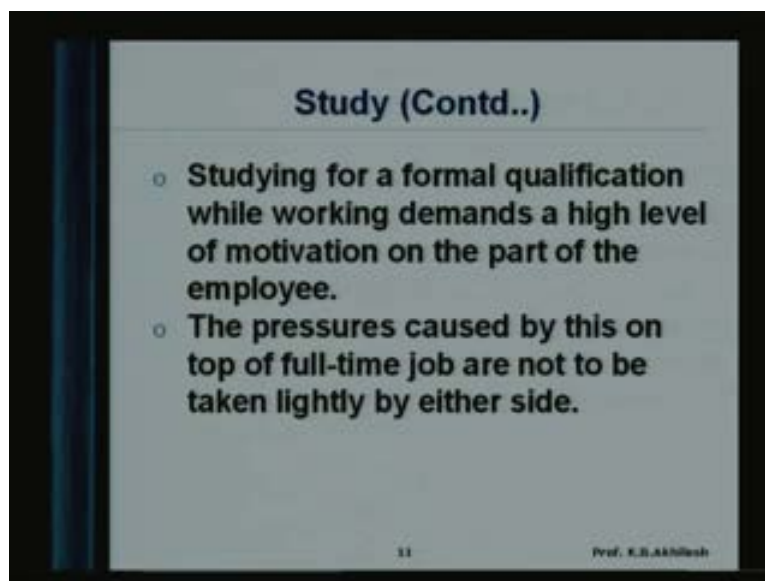
So the study helps in acquiring some of the specific skill sets required by the organization and it may also help in the careers of those individuals who take that kind of a study program so studying for a formal qualification while working demands a high level of motivation on the part of the employee because they need to complete most of the work in the organization as well as

they have to spend time may be in the evenings or in the mornings or the week ends. So it is extremely important to understand the motivational level of the employee otherwise, they may start but stop or give up half faithful.

So the kind of pressures it is going to create must be well understood and it should not be taken lightly by either you know either by the trainee, a person who is looking for the program the educational assignments or even by the organization. There is no point in nominating the individual for the program and then not giving the required time or not giving the support within the organizational system. So it is highly desirable that the organization understands the time pressure and the time pressure also must be understood in the early part of someone's career, it is easy to take up such things, it is also true that in the late part of there careers also it is easy to take up such assignments.

However, it is very difficult in the mid careers where that approve themselves to the organization and they should be delivering at the peek of there performances as well as to take care of some of their family and family requirements. So it is not much desirable to push people in the age group of around 35 to 45 for these studies because then you know they would experience a big pressure from the family side within the organization as well as to learn new skills. However, most of the organizations are finding it difficult today the of not to spare the peoples acquire newer skill sets because that is the only way to retain some of the best of the talents and also keep up the motivational level of the employees. As I mentioned earlier, as we would talking about the class room kind of a system, classroom kind of an education, the case studies are very widely used methodology.

So the case studies are a systematic record of the past experiences, past events and they provide examples of the issues being talked. Typically, somebody wants to talk about the reorganization So the reorganization experiences can be obtained either from multinational companies like GE or Hewlett Packard may be some of the Indian companies. So then what you do is that you provide those descriptions the kind of effort and the initiative taken by the organization and it could be a success story or it could be failure story and the purpose of it is to understand as things are happen in an organization.
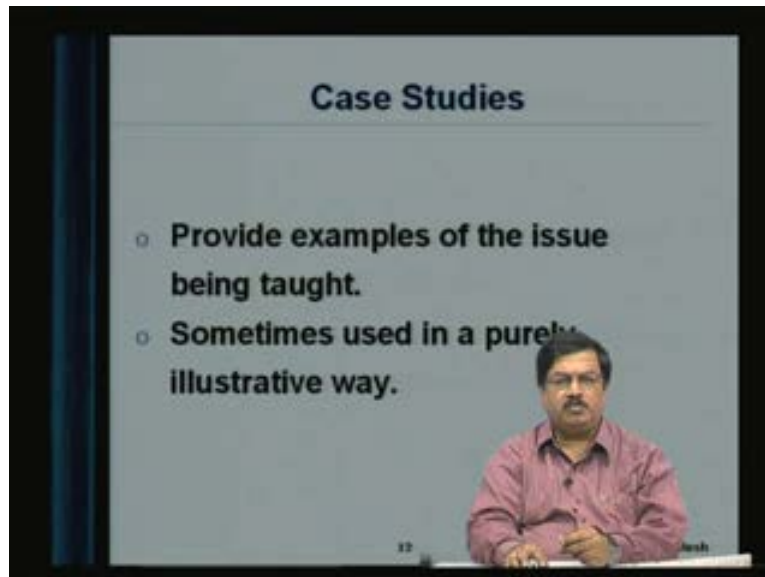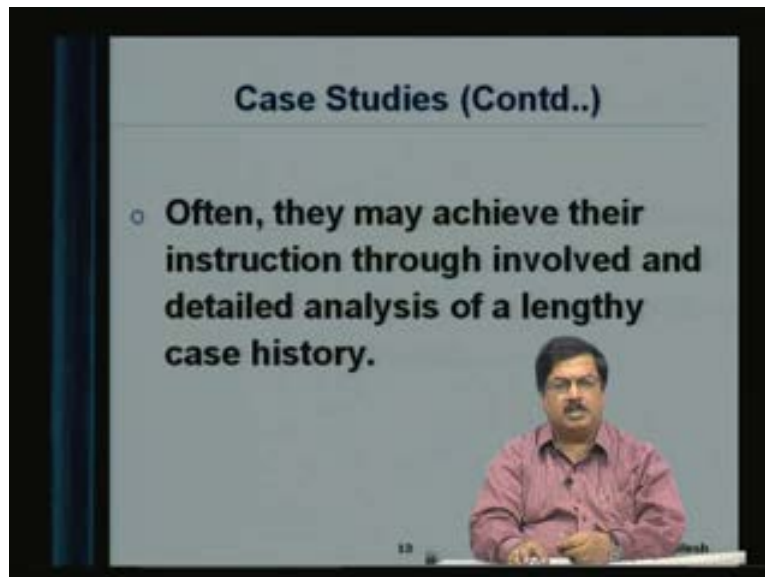
So it is a purely illustration but it is no good example of a bad or a right or a wrong practice question is that learning from the experiences which is documented in a way where somebody can reflect on it and then understand the some of the major points as a learning events and then having an understanding of the concepts in its reality. Case studies are widely used in a

management development programs, case studies are also used in a teaching of law and understanding people to see how same things can been interpreted in a different context, case studies are also used in implementation of the technologies.

So it is pretty widely used to bring the involvement of the trainees in the classroom situations and often they may achieve there instruction through involved and detailed analysis and sometimes of a lengthy case history. So the is their limit of how many pages it should be however some are treated as lengthy cases of 20 to 25 pages or little more but most of the cases are short which can be about 3 to 6 pages in print.

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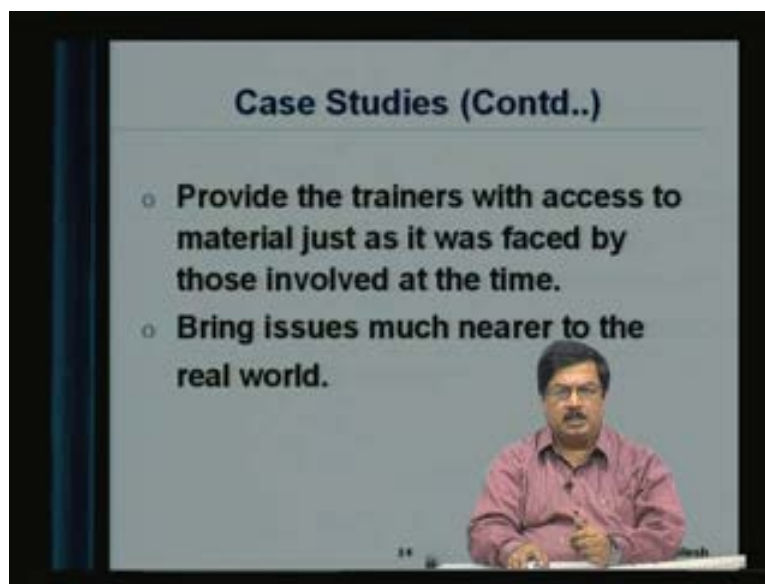
So case studies provide if you see the trainers with access to material just as it was faced by those involved at that time and then you know then the lot of issues will come which are nearer to the real world. So a good number of case studies help trainees to see the variety of the situations, it helps in building there capacity to make decisions in actual real life situation. However, no one situation could be compared or could be given as an ideal prescription.
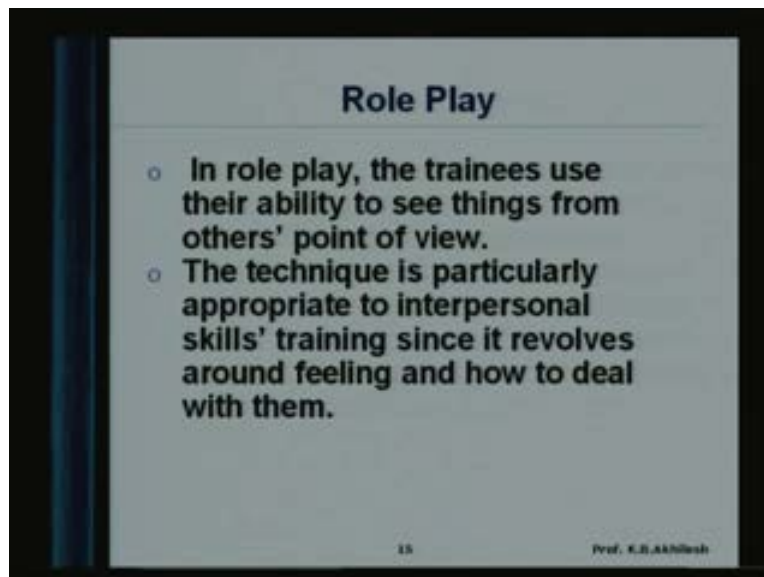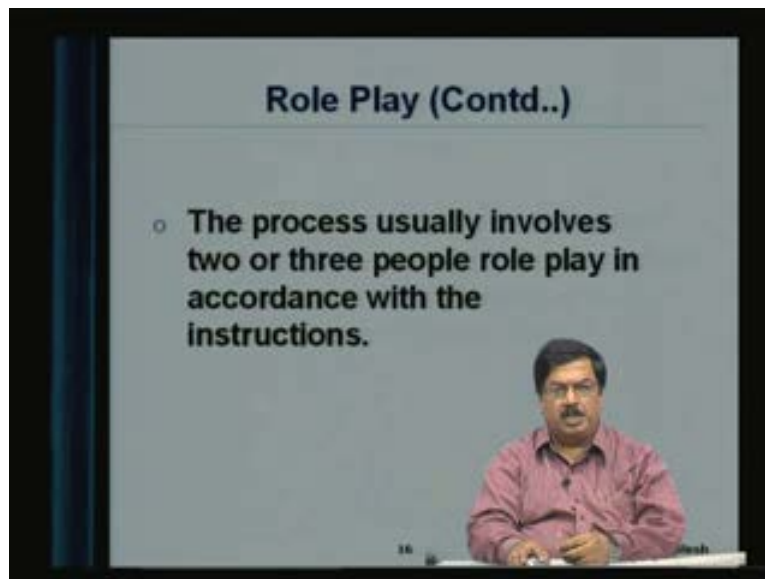
The other widely used methodology is the role play the role play as has been given the where the situations are created and the background material provides enough understanding of the dynamics of the situation and then the trainees are asked to take that position and being in that context, how do they handle that particular situation, they will try and act it out. So that means the background materials stops at a point of time and then the next steps are left to the imagination, the abilities of the individuals and this technique is very very useful in developing interpersonal skills particularly, interpersonal skills which around which revolves around conflict which evolves around reactions of coming out of stress or emotional reactions and definitely very useful how it is to feel in that particular position and then how to look at various alternatives to deal with interpersonal aspects as it arises as it comes.

So the idea is that the role play is to give an opportunity for the trainee to take and get onto the task as though he or she is the boss of may be in dealing with the colleague, dealing with subordinates and many of these things can be created, it creates lot of fun in the classroom, it helps people to reflect on their own set of conditions and people also enjoy and it helps them to reflect on their own styles of functioning. The role play have been seen as very useful methodology in a classroom situation. However, role play depends much on the on the abilities

of the of the trainees and also the seriousness in which they prepare for the roles and sometimes the conditions, the context may be most inappropriate to the kind of culture from what they come from.
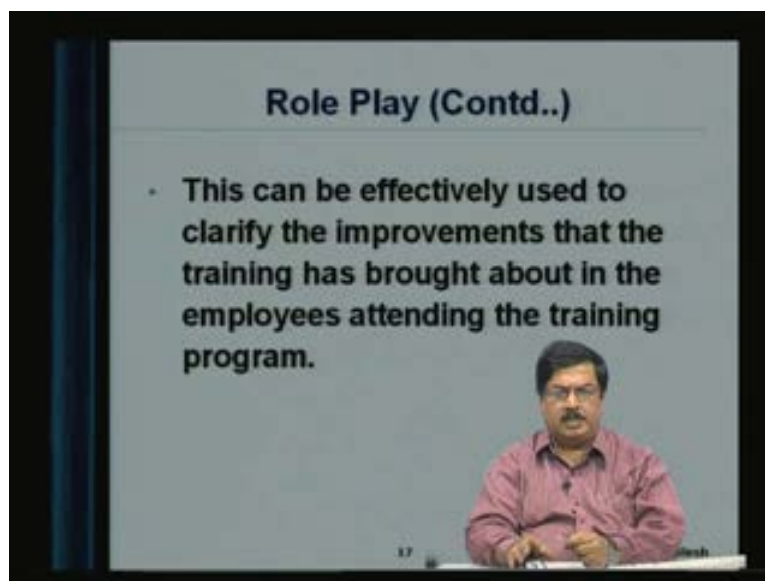
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So it is extremely important to match the conditions, the context and the expected behaviors and one should do note the possible irrelevance of the of the role play. So it is it is two or more people get involved and then instructions must be written out in a simple clear manner, I think that helps people take the roles and then play accordingly. The point is that it helps very effectively to one look at the what kind of improvements they need to bring in their own styles of functioning, the other dimension of they are the other aspect of the methodologies if you see the games are another to the important things.

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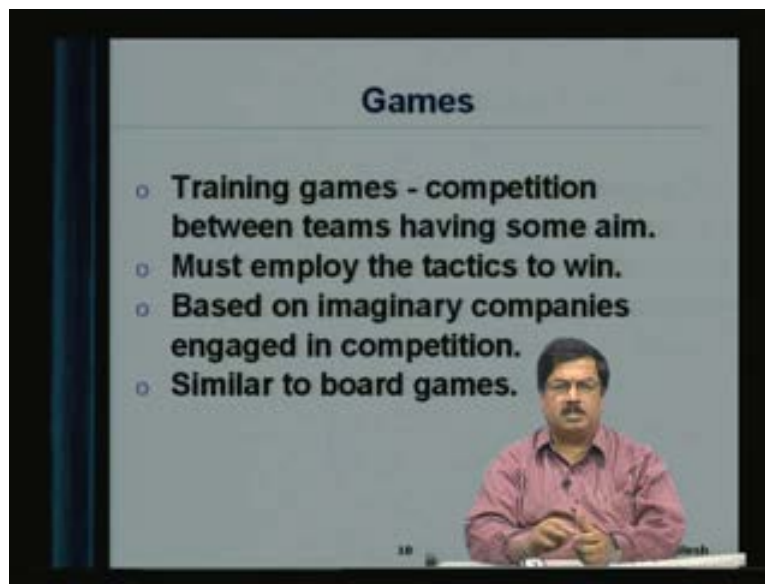
So that means the training games it is, it provides another situation where the groups of people work together and the competition is the element. So the team learning at are playing against the computer system could be the part of this game design and the game learning. So that means the rules of the game must be stated well in advance people understand the rules of the game but then they have will focus on the kind of tactics, the kind of decisions they have to make individually as well as collectively and also deploying these tactics to win.

So they need to understand how to win what is winning would mean and then sometime the competitive games are design to teach about how to deal with collaboration, how to handle

conflicts, how to handle intra group differences and also deploying different strategies at different points of time. So in other words a situation is created based on imaginary conditions, sometimes it is supplemented with the data alternatives and then the sometimes it is purely by chance but what is important is it creates the kind of dynamics in which people can work together, can explore the alternatives around the rules of the game and then keep the goal of winning all the time and bringing success to the individual level or to the group in a measurable way.

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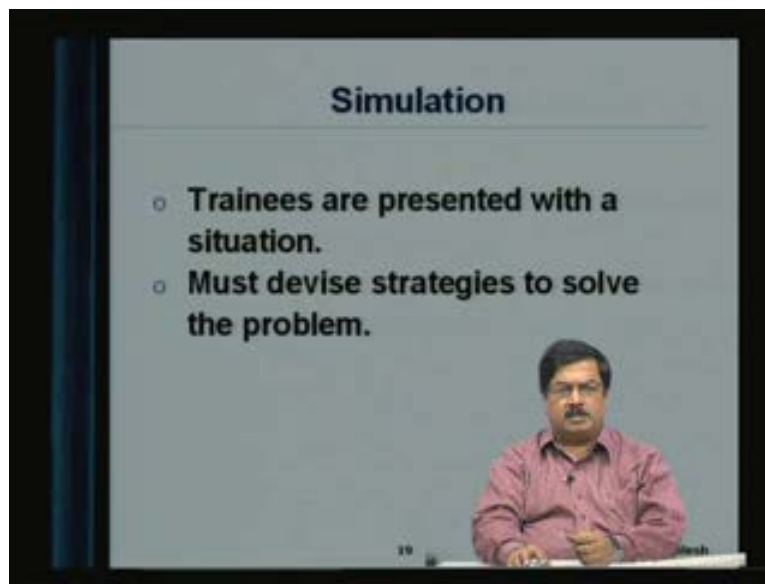
So the games are another great opportunity to convey set of lessons to the individuals however designing of the games designing of the games to create that required learning opportunity and doing all this within a kind of a framework requires expert trainers they if they trainers themselves are not well versed in terms of the learning goals than just they may play the game but not able to convey very clearly to the trainees, what is the use of this game and what kind of either behavioral or decision making or communication such process things have to be understood well by the trainees if these things are conveyed properly by the trainers then it can, it can create confusion in the minds of the trainees extremely important, it is extremely important to understand the game and the game design before it is deployed to create learning

opportunities, expert trainers have to reflect several times before deploying a particular game situation the simulation is the other method, the simulation is the real decision making opportunity for the trainees.

So that means they are presented with the situation and the situation gets into various strategies and various alternatives and then given a decision alternative then a new scenario gets created. So that means no particular decision is perfect, no particular decision is ideal but each decision has its implications but unless you look at the implications in terms of its opportunities and the problems it is going to create you cannot imagine the next steps. So the simulation helps in evaluating a series of decision situations, series of pf metrics or pf conditions and then making one to think around those issues.

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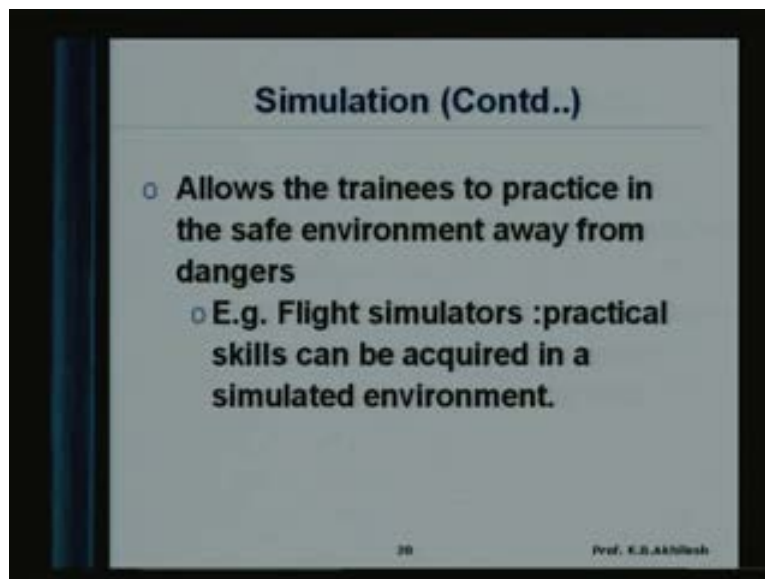
So the simulation is another powerful methodology and simulations can be played individually or as well as collectively, sometimes it extremely useful in learning the skill sets, the skill sets of the of the example is the flight simulators. So that means a practical skill can be acquired in a, in a controlled and a simulated environment, simulated environment would mean that set of choices

are created set of alternatives are generated as each or the trainee makes a particular decision or he can know he or she gets into the action.

So in its reality simulation provides the trainees to practice the safe environment and it is away from dangers, it is fun and it makes people to feel sad or bad about themselves when they, when they make set of wrong decisions and people can learn by either making a good decision or a bad decision, the simulation allows that kind of an opportunity, what is most important in simulation is to design the whole thing well before and then making sure that the whole game with whole the experience, whole simulation is most relevant to the trainees context, context of decision making, context of communication, context of subordinates or the context of the overall culture of the organization.

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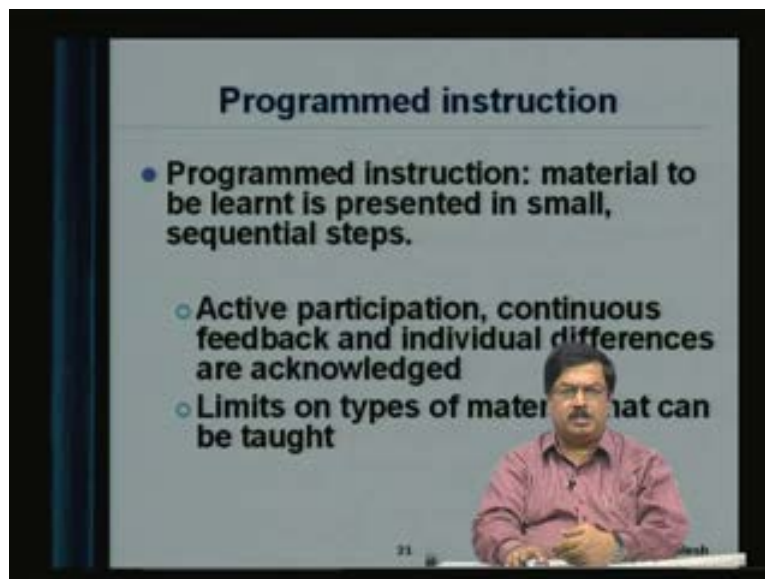
Another important method is the programmed instruction the program instruction you know instruction is where systematically you give a chance to the to the trainee to think about a situation or think about a decision and then a multiple choice kind of an alternative is given and then the trainee comes up with an answer, comes up with an analysis and then the right or a wrong is given as a kind of a feedback and then explanation is also provided about each of the

alternative, why something is or write are something is wrong and then the individual learns what is correct and then so for each of the situation and with set of alternatives and several things being wrong that individual learns what is the correct thing and then moves on to the next level of situation in terms of its complexity, in terms of its relevance, in terms of its understanding and application.

So that means in a programmed instruction a series of a steps are define, series of situations are defined series of explanations need to be provided and the alternatives must be arranged in such a way it enables learning about what is the correct thing, what is not so correct thing and what should be done at all. So active participation and continuous feedback and some of the individual differences are acknowledged in the programmed instruction but the point is that what kind of a issues can be covered in a program learning and so people have felt very it is most useful in teaching the language, it is also useful in teaching some of the skill set at the shop floor levels it is also useful in many of the concept learning.

So things like that so the today the programmed instruction is very widely used and applied. The programmed instruction also provides a methodological variation where it can be given through a work book where the person goes from one place to the other, it is also possible that it could be presented as a series of ppt's where the power point presentations and the slides are presented and the trainees can discuss these things and move from one concept to the other. It can also be given as an interactive mode of learning with the help of a personal computer where the series of questions appear on the screen and the with the along with the alternatives and the individual also can respond to it and then if the answer is wrong one can also explore why it is wrong get them come back and then continue with the correct points.

So the programmed instruction methodology helps to understand the sequence of steps along with the implications of each of the alternatives but design of it the time it takes to deliver a program instruction is the challenge really. Another intervention or another illustration of the training methodology is the behavior modeling. In a behavior modeling, what is done is you use the social learning theory social learning theory believes that the adult behaviors are influenced

by two processes modeling and limitation and in behavior modeling, trainees attempt to model there behaviors or the on examples of exceptional performance.

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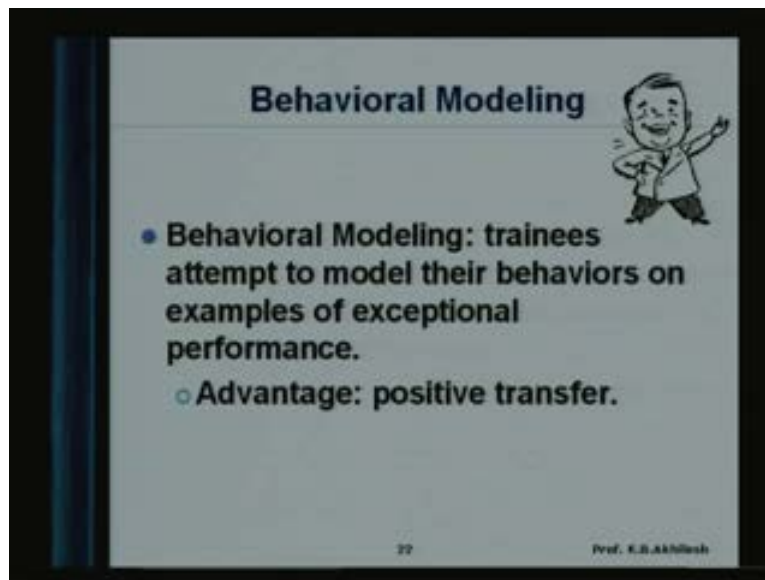
So the exceptional performance of the organization in terms of their competencies in terms of their approaches are presented. So that the individuals can reflect on to see what, what extraordinary thing happen is it because of the leadership is it because of the effort, it is because of the collective effort. So they can try and relate to these extraordinary exceptional situation and then try and understand the influences of the context and things like that. So it is always an advantage to see there is a positive work transfer and the examples could be from within the country or examples could be outside the country. So that one can always say okay, it can happen in other country, will it happen here?

So then it can also be link to the local examples and then the individuals try and understand how that kind of an exceptional performance was possible to give you an example the of this exceptional performance one can see of the case of Infosys, it took about 16 to come to that the initial one billion turnover but how did go another the that is the second billion in one and a half

years may be the next billion in one year. So people try and understand this and then know around this, what is that kind of a capacity building within the organization.

So then individual tries to see what is that one should do but behavioral modeling can be as broad as giving that the example at organizational level but sometimes it can be reduced to the an individual manager level it could be the way one would one achieved a kind of a particular sales contract or one came up with an extremely innovative idea of applying some of bringing about some engineering development or deployment of deployment of new methodology to solve some problems.

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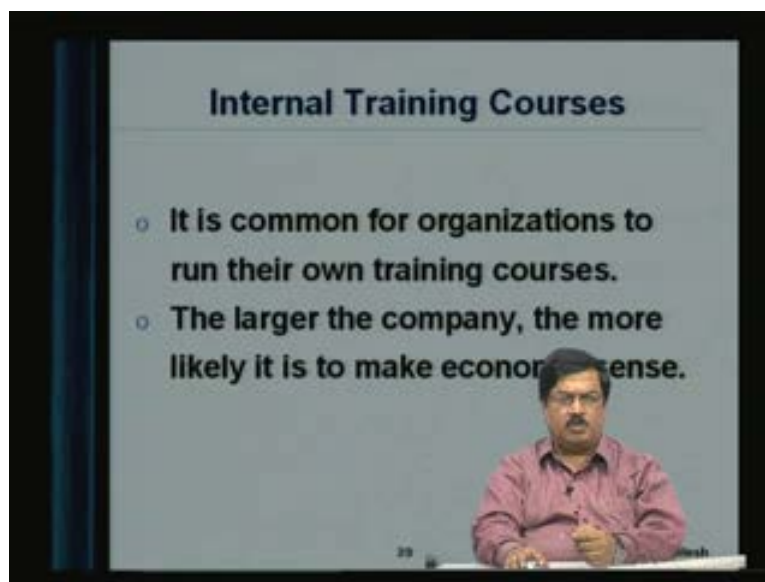
So these things are given as examples and then the individuals try to see what is the benefit of doing certain things and how is that can be promoted within the organization and what is that they have to do individually to move in that direction they perform this we can see this internal training courses, internal training courses as typically what we talked about the classroom training but several organizations do this as a training within industry TWI but lot of programs are conducted within the organization, larger the company the more likely it, it makes economic sense to run the programs internally but however the several organizations today outsource these

activities that means the trainers are hired, training infrastructure is also hired and the training courses are defined by the organization depending on their requirements what it should be, what it should be doing.
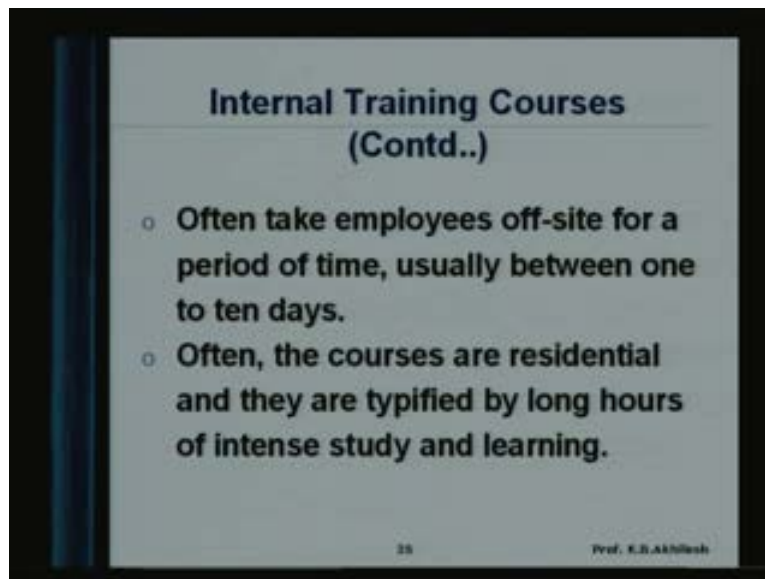
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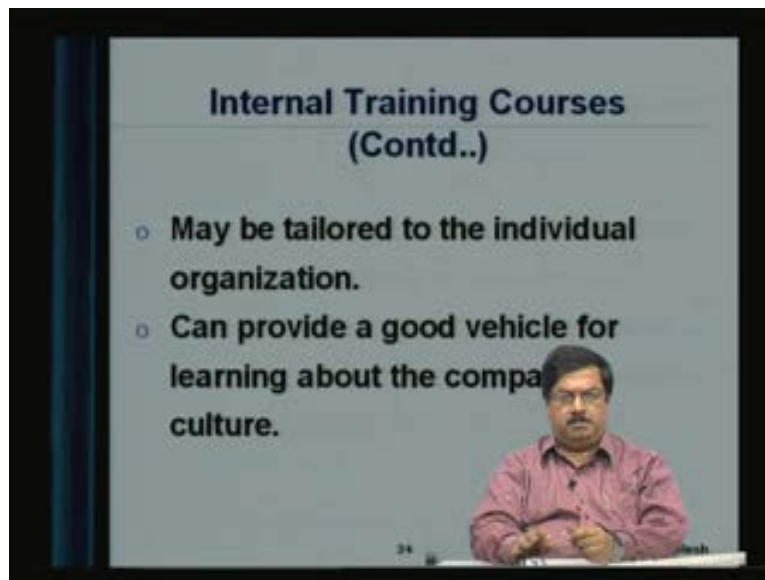
So that the external people can deliver this to the organization. So that means the it is very tailored to the individual organization but can provide a good vehicle to learn about the company culture. So company context company philosophy. So it is always desirable that several of the programs are run internally because the use of the topics, use of the context is both are extremely important if the topics are extremely relevant if the context is not supporting the learning agenda then people get frustrated and the resources are wasted but the culture is very favorable but the learning is very an inappropriate again that is a problem.

So the internal training courses well designed courses delivered within the organization has several advantages and as we see that the often they you know take employees off-site for a period of time between 1 and 10 days and you know they the problem of this is the courses or residential and they are typified by long hours of intense study and learning and they are not available to the organization. So the, so the question is that how to design how much to be done

within the organization within the premises or it could be outside. So especially the factual ones are supported by good documentation which can later can become a kind of an invaluable references.
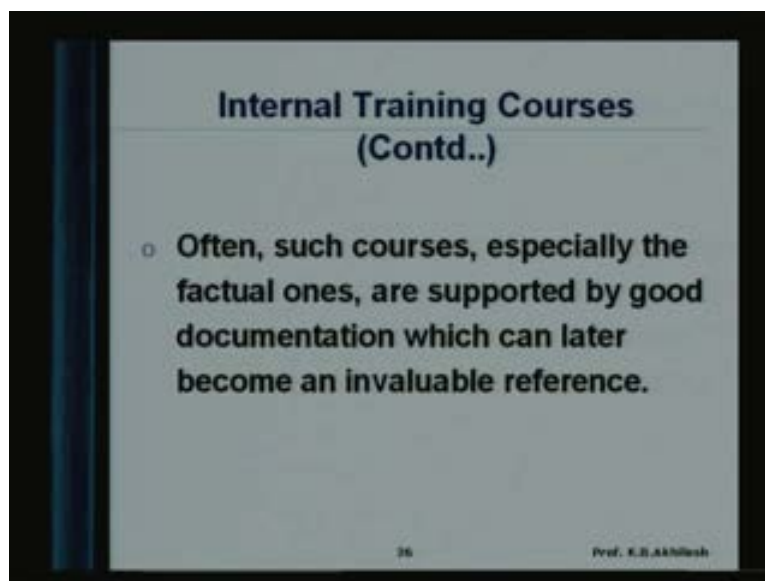
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Internal Training Courses
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o Often take employees off-site for a period of time, usually between one to ten days.
o Often, the courses are residential and they are typified by long hours of intense study and learning.

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Internal Training Courses
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o Often, such courses, especially the factual ones, are supported by good documentation which can later become an invaluable reference.

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So the material is developed based on the existing practices and things around that when you are looking at the internal thing is that the trainees quickly gain the highly relevant experience and also there is an opportunity to develop a good working relationship as people learn together and as people are exposes a similar or the same concepts and based on the actual experiences, actual

situations and most relevant information then the applications value is also high the perception of the relevance of the learning is also high.

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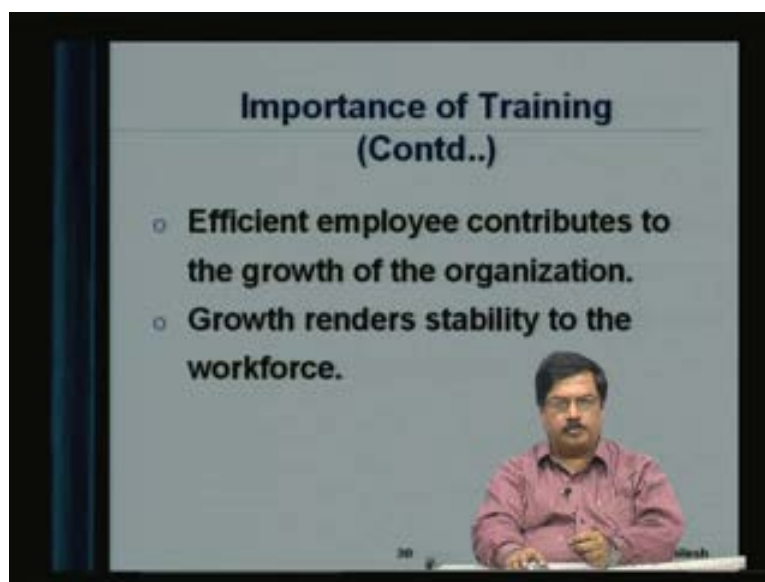
Importance of Training

- Employees become efficient after training.
- Employees become versatile in operation.

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Importance of Training (Contd..)

- Efficient employee contributes to the growth of the organization.
- Growth renders stability to the workforce.

So the such courses if you see often you know the example especially when high quality if you see and hotels or conference centers are used and fatigue and interfere with the learning process and when people continuously spend that much kind of a time, the point is that the learning is closure to the work place is better employees become efficient after training and employees become versatile in operation as we see efficient employees contributes to the growth of the organization and the growth renders stability to the workforce I think that is the that is what when you have to see the importance of the trainee and the other important thing is the flexibility as people are exposed to the new concept as people are exposed to the newer skill set that they are able to deploy their own understanding, their own work experiences in a seamless manner.

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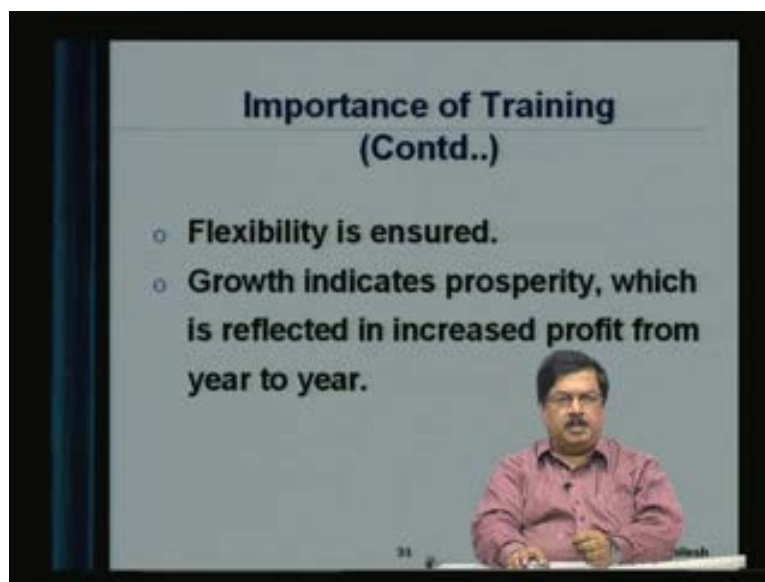
So the important goals of the trainee is to achieve that kind of a flexibility in the workplace otherwise, the individual is oriented to one particular skill set, one particular area and then he is or she is not in a position to use and or the or work in any other area I think that is not desirable. So flexibility is what is expected by the organization and training enhances that required flexibility. The other important benefit one need to see in terms of the the why one should focus on training is the is the training provides that growth and the through prosperity and then you know it also in reflects in the kind of a profitability year after year. So if the growth of the

organization demands a continuous enhancement of the skills and skills of the existing employees.

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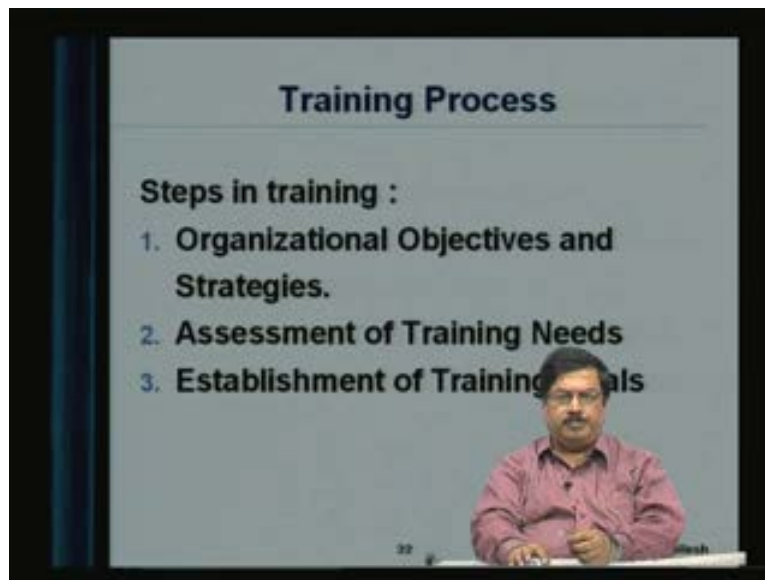
So let us look at quickly the to the training process which we have examined earlier in terms of the identifying the training needs however, if we put a series of steps we start with the organizational objectives and strategies identifying the objectives and strategies are means we are looking at both short term and long term goals of the organization understand the priorities of the organization in terms of the skill demands and the skill supplies we also would would have a fair understanding of how many of the existing people can be developed and what kind of skill sets are going to become absolute and how many of the people need to be moved from one skill set to the other skill sets and what are the aspirational dimensions of the individual which could need to be strengthen. So that they become more effective members of the organization in the future.

The second important thing, step is the assessment of the training needs the training needs which at the individual level at the group level performance appraisal becomes an extremely useful tool in a methodology, the dialogue between the boss and subordinates assessment of the

requirements of the skills by the senior people these things need to be captured systematically to see how much to be done on the job and how much to be done outside the organization or inside the organization through different methodologies. Another important step is to establishment of the training goals a part of the training policy, how much to be done in in relation to the existing people the training goals is to have at least 3 days or a 4 days of training for employee.

So that means if in a 300 person or the 300 employee kind of an organization it means to think about 1200 days of training or training man days per year. So that means in at becomes a substantial load before the organization when you divide that into a batch of 20 or 25 one need to understand how many programs need to be need to be need to be designed and how many days each of this training should be and what should be the training budget things like that.
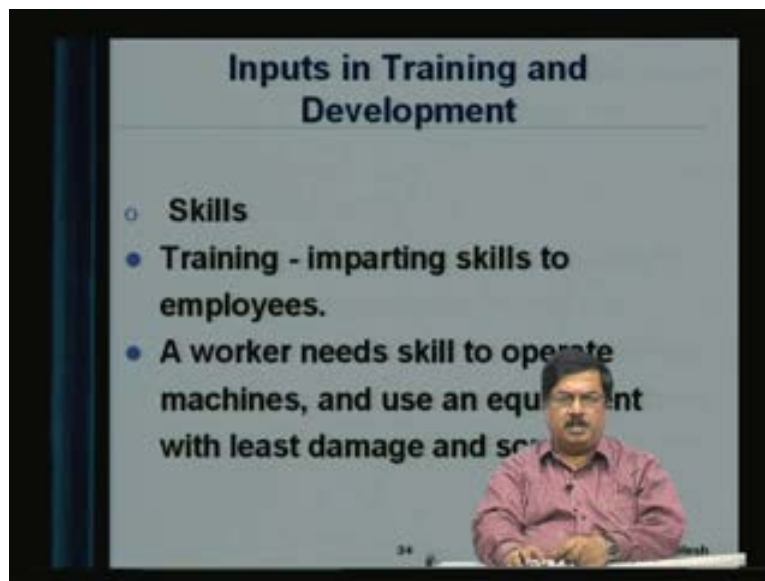
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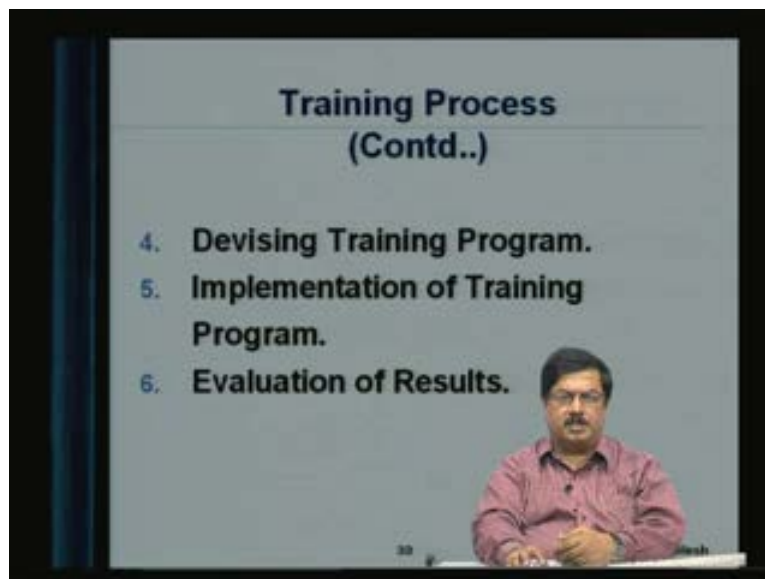
So the establish establishment of this training goals is very critical in relation to the requirements of the organization resources before the organization and that leads to the kind of a devising of the training programs and devising of the training programs becomes defining the nut and bolts and the specifics of each of these things and then the implementation of the training programs is about the actual delivery and finally the evaluation of the results each of these steps are

important and then one need to see how to see each of the steps or linked from to the other when you see the inputs in training and development we are taking about the imparting of the skills to the employee and then the skill to operate the machines or you know use a kind of an equipment with least to damage things like that.
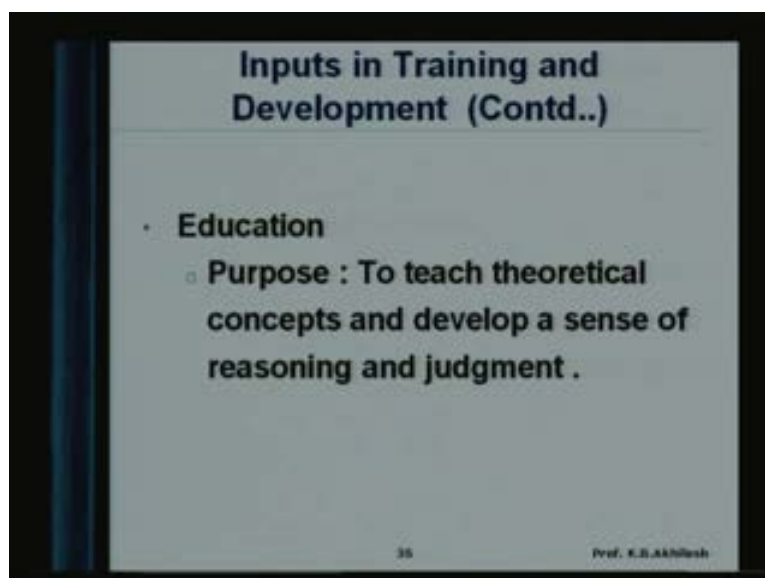
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So the it could be another in terms of the education if not the skill so then you are teaching at theoretical concepts and develop a sense of a reasoning and judgment. So the education and training one cannot differentiate much but in the context of training it is use the skills are much more specific it is task driven and or it may be equipment driven and education is considered as little broader where it helps to understand the context of the task it helps to look at some of the general abilities of the employee to handle either a complex situation or a crisis situation. So and in a in broader sense education is seen as much more general and whereas the skill related thing is seen as more specific but as we look into those steps and move into the kind of a management, kind of a development.

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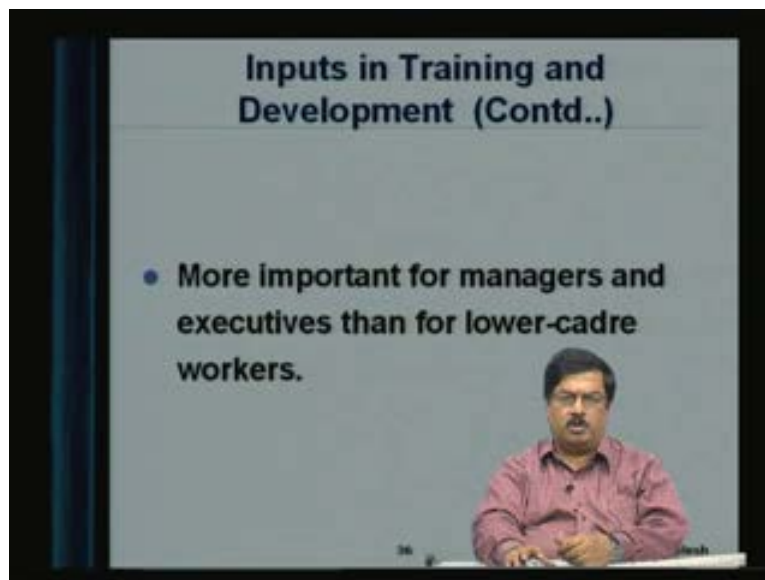
So now we have to see the more important whenever we talk of the development is for managers and executives then for lower cadre of workers. So we are talking about this training and development as the development low skill oriented but stresses on knowledge and knowledge about the business environment management principles and also the techniques of use of this the basic concepts and principles atleast.
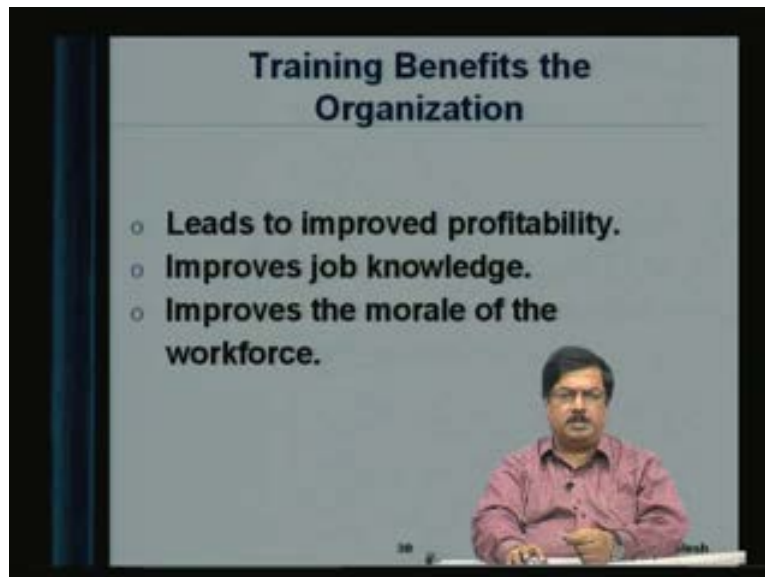
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We have already talked about when we are talking about the importance of the training but if you examine the benefits of the training always it improves the profitability, the profitability because you are able to deliver in a systematic fashion with the help of people who understand there task who understand the quality who also understand delivery, so there are there is a reduction of

rework there is a reduction of rejection. So people have said the trained skilled employees always contribute to the profitability the other is it improves the job knowledge and so that there are less of break downs less of wastage of materials, it also improves the morale of the workforce people are treated as important part of the organization and the training is seen as investment training is seen in as giving due recognition to the contribution of the employees in building there careers in providing more opportunities for them within the organization that is how it also helps morale of the workforce. One can also see in terms of the training building that kind of an identification of the individual with respect to the organizational goals.

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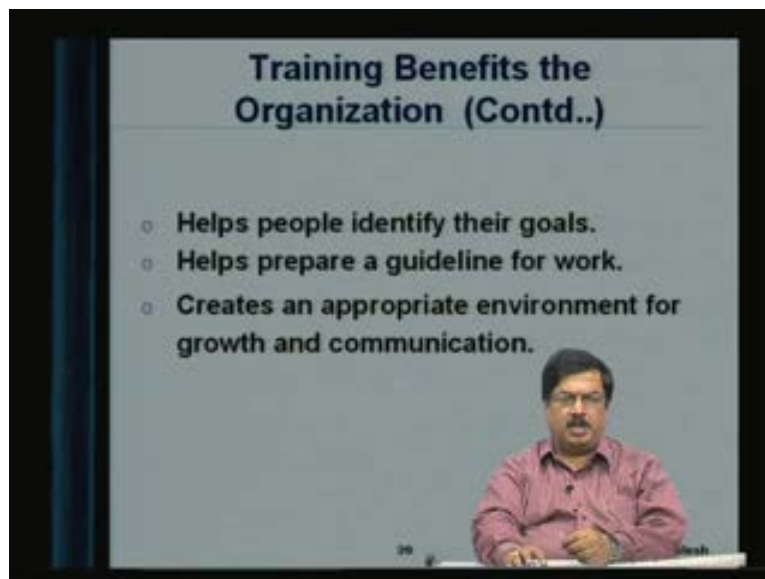
When people try and see why they should do certain task and the way it should be handled and when they are provided with complete picture of the necessity of application of such skills, knowledge or techniques or tools then there identification with the goals of the organization also gets influenced and such identity is always useful then it also helps prepare a guideline for work so the training at least to the kind of a training manuals, training manuals become a kind of a quick kind of a workbook or a quick reference book.

So that whenever there is a doubt whenever there is a difficulty of understanding the trainee can look back and then see what kind of notes they made or what kind of understanding they had.

So the training also provides that kind of a guideline it can help in preparing such guides as well, another important thing is it creates an appropriate environment for growth, growths in terms of a people are acquiring new understanding, new application, new skills and it becomes more meaningful as a part of one's opportunity to move up in the organization and it also provides a communication opportunity if they have a difficulty if they know if they do not know that is the trainees if they do not know they can always have a dialogue with the trainers and the trainers being sometimes a senior officers, senior managers of the organization can also convey the philosophy of the organization the culture of the organization, practices of the organization.

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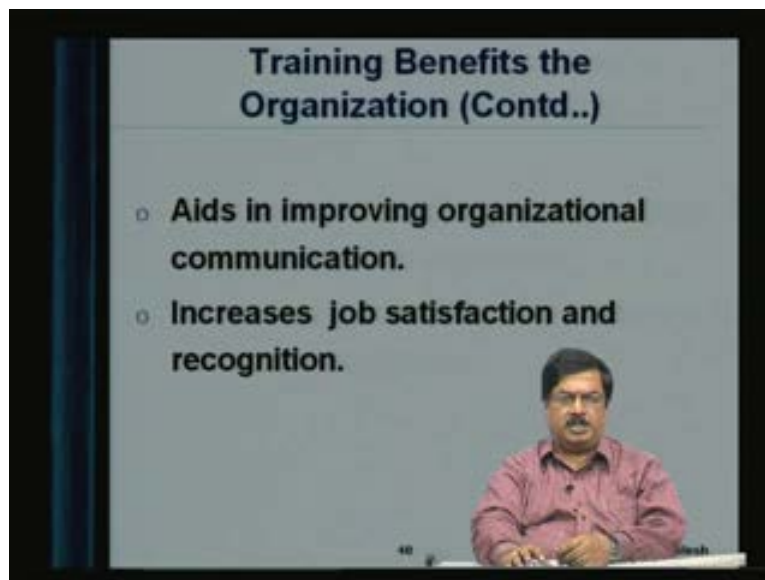
So it also becomes a part of the communication so that means the training provides an opportunity for dialogue conversation where the trainers convey some of their own ideals values practices and similarly, the subordinates can ask for clarification convey some of their difficulties that is how it provides an interaction influencing opportunity and certainly, it aids in improving organizational communication from not only from the top but also from bottom up it also increases job satisfaction where people feel as a part of there, there contribution they think

that have also be nominated for the program and the such things brings that yes, they are more important people in the organization contributes the job satisfaction and overall recognition. The training benefits if you see further it also aids in increasing productivity and quality of work and helps the individual in making better decisions that means you know they are able to see several alternatives, they also have comparisons of other organization, they are able to relate better to the concerns of the organization as well as there bosses.
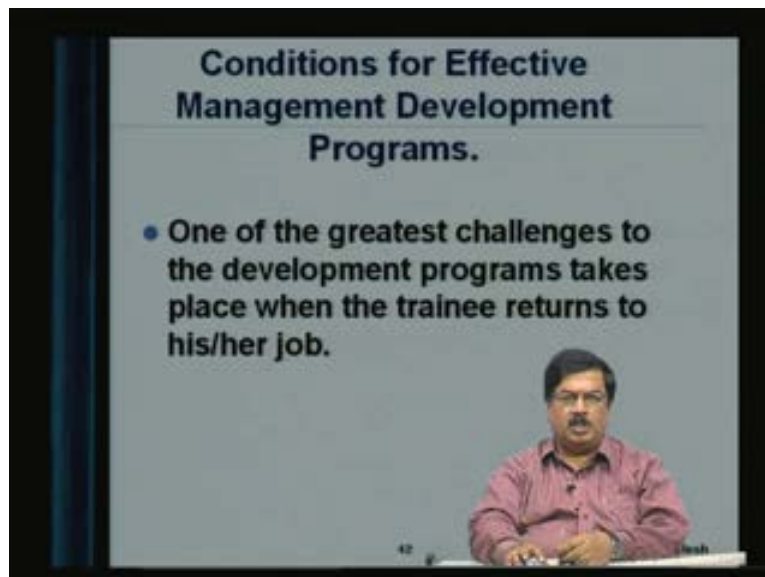
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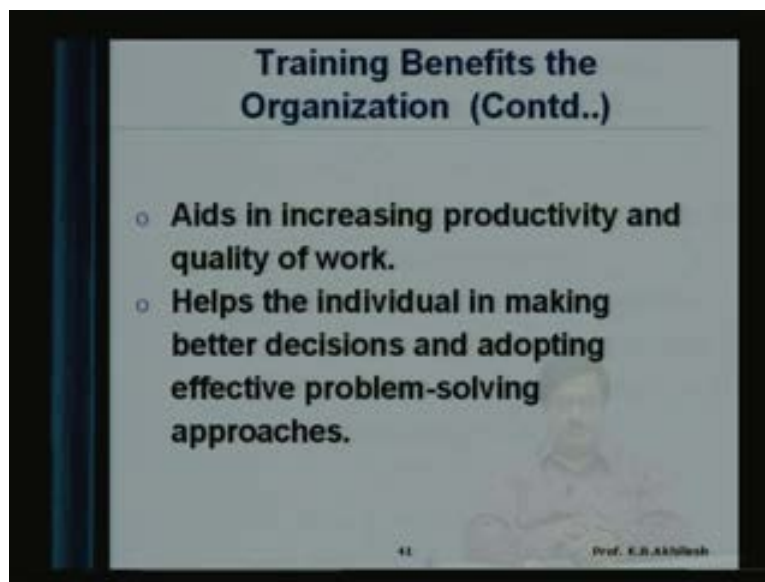
So that they are able to adopt better problem solving techniques. So that means they a deploy more consultative more participative more interaction driven kind of an approaches I think that helps better decision making so effective training very clearly brings productivity improvements it also enhances the quality of work it also contributes better decision making and problem solving at all levels. To make sure that the training management development programs are effective is the is the relevance of the training program and also the job context. So one of the greatest challenges to the development program is to take place when the trainee returns to his or her job.
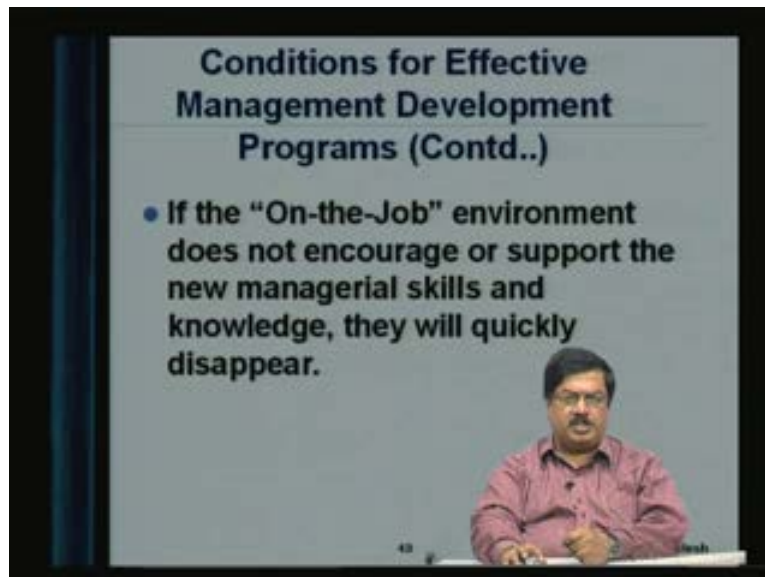
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So that means in a classroom situation they are pretty excited, they get to know they discuss with others, they exchange substantially but what happens when they move back, when they move back to their original job position I think that is an important concern. So unless that is strengthened. So if the on the job environment if the does not encourage or support the new

managerial understanding, new managerial skills, knowledge that what happens is they will all quickly disappear people do not even understand that what is that they have learnt and what is that can be applied. So unless the management development programs, the training are actively supported by their own the senior then colleagues then it will have a loss of effect.
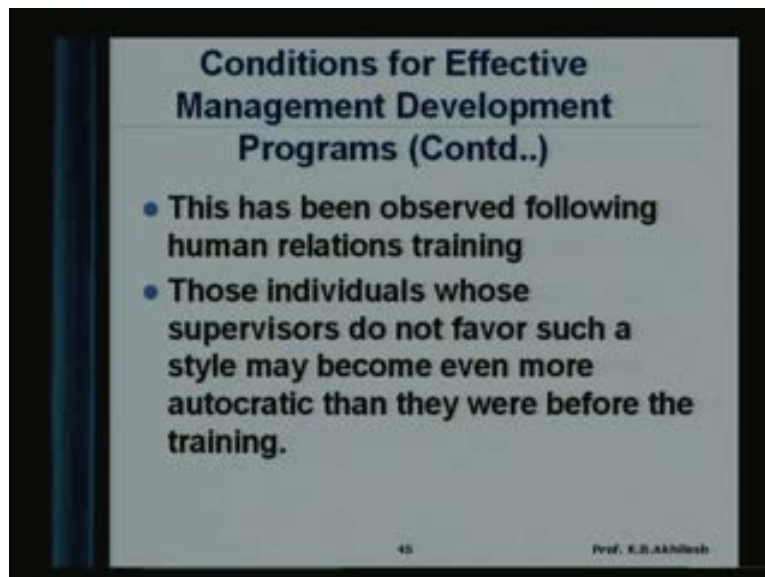
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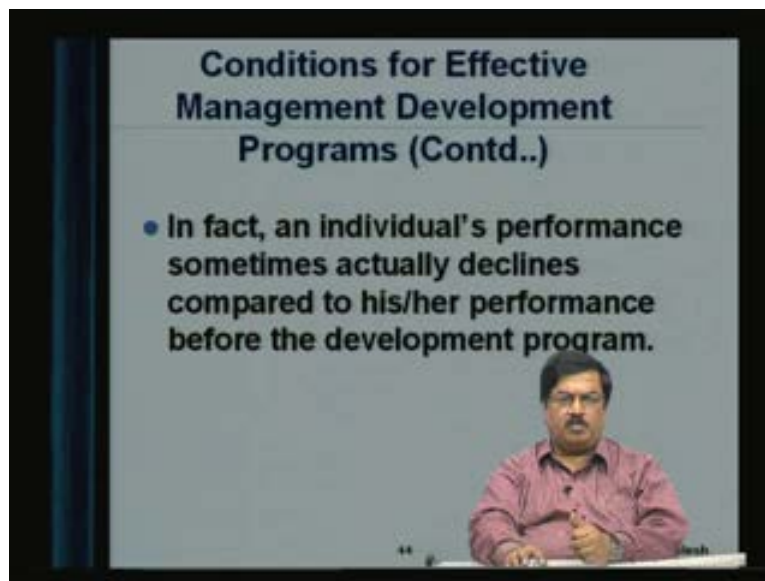
So the question is that how do we link how do we get that kind of a support. So in other words the performance in fact sometimes the declines compared to whatever it, it used to be because it sets in a kind of a disappointment because they know that what is ideal, what is desirable, what is good, what is perfect. So when they get that kind of a picture in the classroom situation and the back home or on that on the job when they see that they cannot deploy those skills either then, then they see learning is learning doing is doing.

So they get that kind of a gap and that is very problematic very problematic to deal with and then when they are nominated next time it builds a kind of a demotivation, it comes in the way of effective understanding and that is extremely important that the learning in the class room need to be need to be supported in their respective workplaces by the bosses and the colleagues and if any there are problems of application also must be understood and supported.
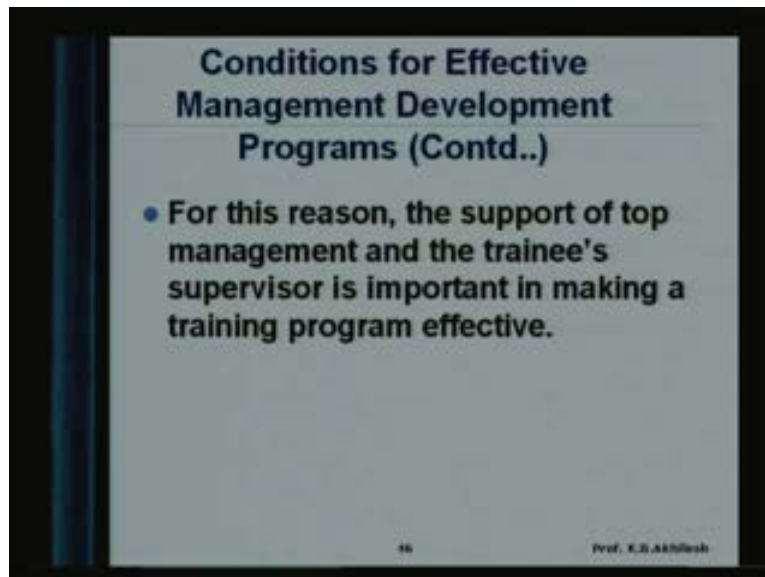
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So what we are trying to see is that more and more of human relations training is ideal when you know when the whole group is taken together or the boss subordinates and colleagues are dealt with together than only one individual at a time or the what people call it as family group training is better than when you send a person to an outside program and only one or two of the
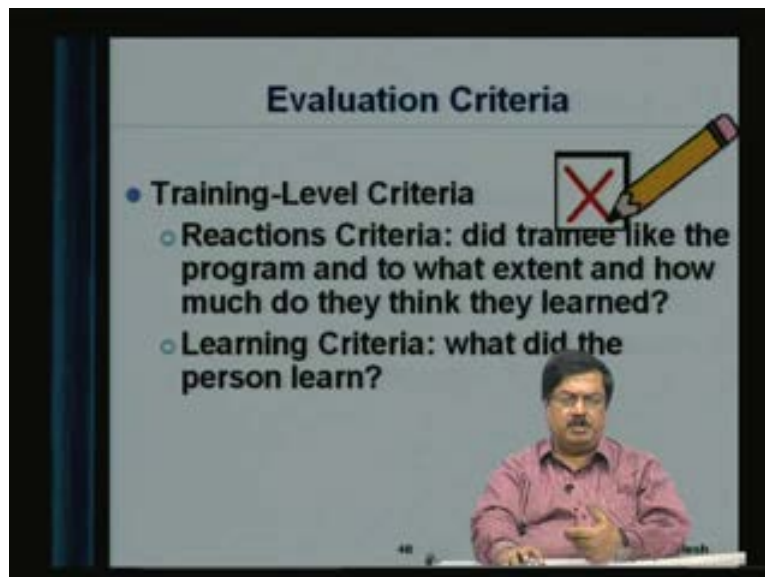
group members get trained and they come back then there are problems of adjustment. So it is to see you can match this supervisor's style these context and the culture of the organization. So then you know the problem is that the change of the style, change of the bosses attitudes become more relevant.

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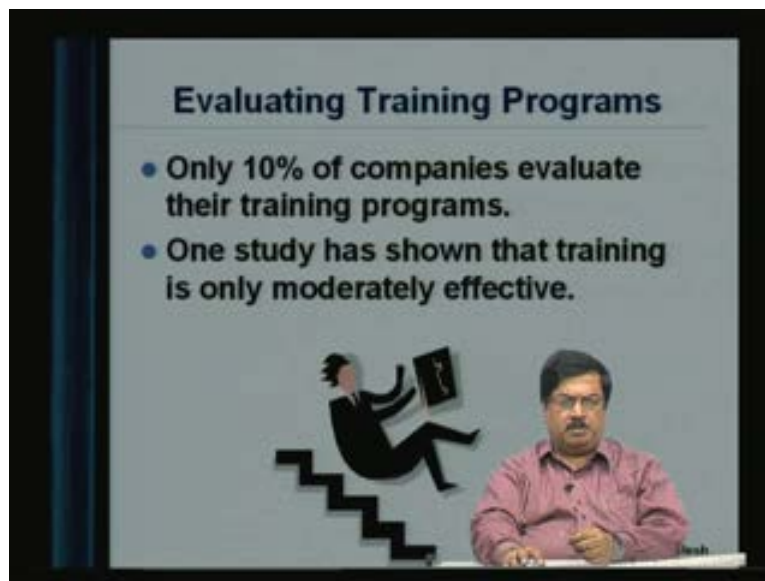
So that is how the bosses are also told that or they are also involved in decision making about what kind of training is to be given and they are also told what program provides for, I think then we need to talk about the evaluation of the training programs, evaluation of training programs is as complex as understanding the needs of the trainee it is as complex as the design of the training program it is as complex as the delivery of the training program. So the evaluating of the training programs can be seen at different levels so but many many organizations have learnt only 10 percent of the companies evaluate there training programs that means better you believe that things will happen and then the, so it is question is when you get into the details many at time you may also see they are very moderately effective not so great and successful.
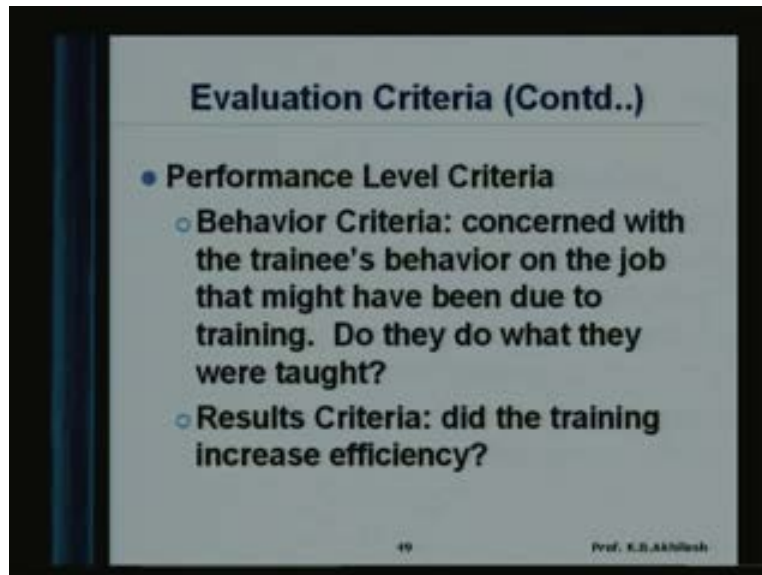
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So that means there are set of things to be observed and to be understood and unless you are very clear what is the evaluation criteria. So many as the time that you have to identify the training level criteria in terms of the end of the day training or in terms of whether it will enhance the skill enhance the attitudes or it is the knowledge. So the they typically what is done is reactions in terms of the what did they the trainees feel about the training program and to what extent and how much do they think, they are they have learnt or they think whatever they have learnt is useful.

So this is a kind of a where the know people do look for these kinds of reactions and the reactions are useful in the know on that day's assessment but however, one need to see what is the transfer of this on the job and also one can deploy some of the test, one can deploy some checklist to see what did they learn. So the learning criteria in terms of what new skill sets they have got and impact of that in terms of the proven or demonstratable kind of a skill sets and that is where moving to the performance level criteria, performance level criteria is in terms of the behavior criteria concerned with the trainees behavior on the job that might link due to the training.
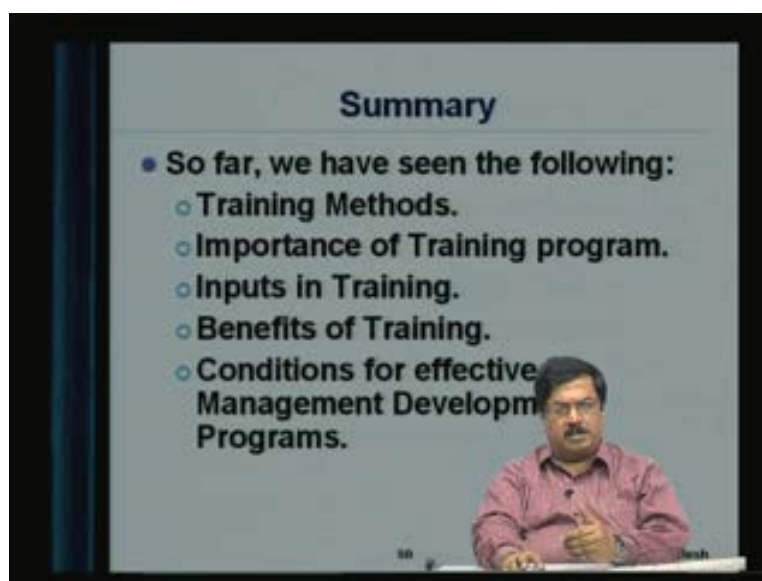
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So do they do what they were taught and also results criteria did the training increase efficiency. So where one can see that whether the changes in the performance and the in terms of it is behavior as well as in terms of the actual deliverables.

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So as we have to put the you know kind of a thing then one can evaluate the training at different levels. So it could purely start from the from the end of the classroom excitements and from the from the assessment of the trainees in terms of it is relevance, in terms of it is comprehensiveness in terms of the ease with the ease with which they were able to learn as well as the way the thing, the potential problems on the job can be handled by them. But, it is also to be followed in terms of the actual changes in their behaviors and then the kind of changes they were able to make at the workplace, the kind of adjustments they were able to handle well as well as the end result for the organization.

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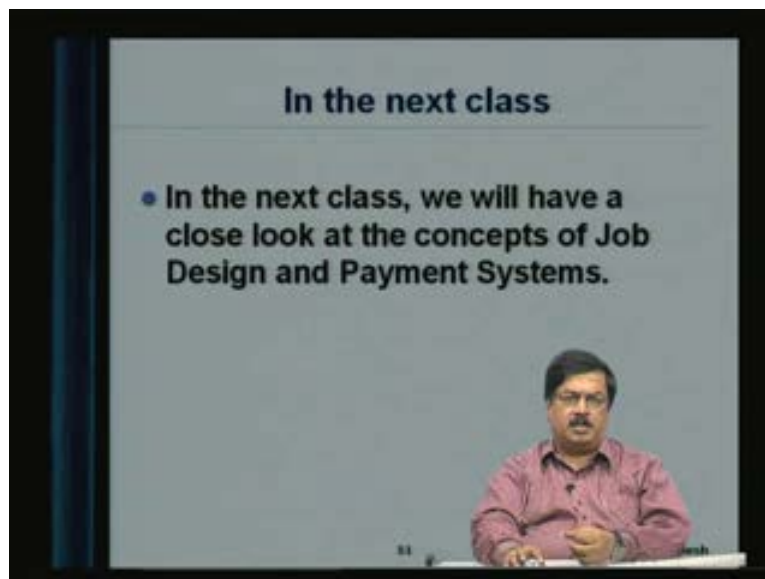
So far what we have seen is the is several of these things, we have looked at the training, training methods on the job training, off the job training and the need for evolving a training policy based on the kind of advantages it has, the importance it has for the organization and for the individual and what kind of inputs can be provided in a training situation, the benefits of training and also the conditions for effective for management development programs and also the assessments, what we will do. In the next class is to have a much more closer look at the concepts of job design and also some of the payment systems.