UNIT 13   STAFF TRAINING AND DEVELOPMENT

Structure

13.0 OBJECTIVES

After going through this Unit, you should be able to:

- explain what 'training' and 'development' are and how these are different from each other,

- explain the need for training employees, both new and old,

- know about the various methods for determining training needs,

- describe the objectives of training and training programmes,

- identify the parties that are responsible for training,

- explain why it is necessary for an organisation to have a development programme for its managers,

- know about the objectives of management development at various levels,

- explain organisational climate that is conducive to management development,

- understand the various techniques of management development,

- explain what retraining means and when and for whom it is needed, and

- explain the need for and the techniques for evaluation of training programmes.

13.1. INTRODUCTION

You have been told earlier that under 'induction' that a newly employed person is introduced to fellow workers, supervisors, and to the work of his or her department, its relations to other departments and its place in the whole organisation to the organisation's objectives, philosophy, practices and so on. He or she has then to learn how the work assigned to him or her is to be done most efficiently and effectively. This is through well thought-out and planned training programme. Training is required at every stage and even then when a person is moved from one assignment to another of a different nature. Some training programmes for senior levels are called 'development' programmes. Various aspects related to Training and Development Programmes are discussed in this Unit.

13.2 DEFINING TRAINING AND DEVELOPMENT

Training and development programmes are necessary in any organisation for improving the quality of work of the employees at all levels, particularly in a world of fast changing technology, values and environment. In hospitality industry, recruitment is not only in large numbers but also at various operational levels. Training, thus, becomes an essential part of the recruitment policy and an important job of Human Resource Manager. Training programmes are directed towards maintaining and improving **current** job performance, while development programmes seek to develop skills for **future** jobs.

Training: Training is a short-term process utilising a systematic and organised procedure to impart skills for a definite purpose. It refers to instructions in technical, mechanical or service operations. Earlier it was designed primarily for non-managers, it used to be for a short duration, and it was for a specific job-related purpose. Today, besides employees the managers also require training in certain areas. The best example can be that of Mr. M.S.Oberoi in the hospitality services who used to conduct training programmes for his employees and mangers sharing his valuable experiences. A manager responsible for product design might need training to browse through Internet etc. though the technical term used for this in the case of managers is professional development.

Development: Development is a long-term educational process utilising a systematic and organised procedure by which managerial personnel frequently receive assistance in developing the skills – particularly conceptual and human relation skills. In other words it refers not to technical knowledge or skills in operation but to philosophical and theoretical educational concepts. It involves broader education and its purpose is long-term development.

Both training and development programmes are necessary for any organisation. But not all organisations show awareness of the need for development (though almost all are aware of the need for training). This is perhaps due to the fact that the fruits of training programmes are more apparent and can be obtained more quickly.

13.3 TRAINING

Training is a process which includes undertaking a number of steps. One may like to assess the need for training; formulate a training policy; etc. In the following Sub-secs. we discuss these aspects.

13.3.1 Need, Benefits and Objectives

Training is necessary for improving the quality and standards of work of employees. There are some other reasons also which give rise to the need for training:

- Employment of inexperienced and new labour requires detailed instructions for learning new skills and for giving effective performance on the job.

- People have not only to work, but work effectively with the minimum of supervision, minimum of cost, waste and spoilage, and yet produce quality goods and services.

- Old employees need refresher training to enable them to keep abreast of fast changing techniques and the use of sophisticated tools and equipment.

- Training is necessary when a person has to move from one job to another because of transfer, promotion or demotion, etc.

Depending on the type of job a well-planned and well-executed training programme should result in:

- reduction in wastage and spoilage,

- improvement in methods of work,

- reduction in learning time,

- reduction in supervisory burden,

- reduction in machine **breakage** and maintenance cost,

- reduction in accident rate,

- improvement in quality of products or services,

- improvement in production rate,

- improvement of morale and reduction in grievances,

- improvement of efficiency and productivity,

- reduction in manpower obsolescence,

- enabling the organisation to provide increased financial incentives, opportunity for internal promotion and raising of pay rates,

- wider awareness among participants, enlarged skill,

- personal growth, and

- improvement in customer care.

Broadly, there are three main objectives of any training programme:

1) Firstly, to prepare employees for their job while on first appointment, transfer or promotion.

2) Secondly, to keep the employees informed about the latest concepts, **information** techniques and developments in a particular field.

3) And finally, to prepare a line of competent officers to hold more responsible positions.

13.3.2 Methods **Determining** Training Needs

Put in a simplistic manner, these would mean an assessment of the Job requirements and **Employees'** Present Job Skills to determine Training Needs. Thus, the total need can be determined by analysing the situation in respect of each **skill** and each member of the work force. This **can** be done in the following ways:

Analysis of an Activity: List in a logical sequence the activities in producing a product or service or part thereof, and determine what new knowledge or skill is called **for' or** which aspects of present knowledge or skill need to be modified.

Analysis of Problems: To analyse problems and determine what additional skills, knowledge or insights are required to handle it.

Analysis of Behaviour: To analyse typical behaviour by individuals or groups and determine the corrective action involving training.

Analysis of an Organisation: To analyse **organisational** weaknesses to **produce** clues to both individual and group training needs.

Appraisal of Performance: To analyse performance and **determine** if someone should get something, be it additional knowledge, skill or understanding.

Brainstorming: To bring together a homogenous group and to ask individuals-in the group to call out any ideas they have for answering 'how **to'** question and identify items which call for additional knowledge, skill or attitude.

Buzzing: To ask an audience of supervisors, managers, professional personnel or others (as long as it is homogenous), as to what the desirable next steps are in the **organisation's** training programme or 'what additional areas of knowledge (or skill or understanding) do we need to handle our work better'.

Card Sort: To write statements or potential training needs on cards, hand them over to the persons whose ideas **are** sought, to arrange these cards in what they feel is their order of importance for various training needs.

Checklist: To break down a job, process, programme, activity, or area of **responsibility** into a list of detailed parts or steps arranged in logical sequence. **Then** to have checked off by each employee the items about which he or she would like to have more skill or knowledge.

Committee: To constitute an advisory committee composed of persons **responsible** for or with a direct interest in an activity to identify training needs.

Comparison: To compare what **an** individual is doing (or contemplates doing) with what others are doing **or** have done to learn about new ways to handle old problems, keep **up-** to-date on new techniques and procedures, and fight one's own obsolescence.

Conference: To identify training needs and make decisions on ways these needs shall be met.

Consultants: To employ outside consultants to determine training **needs** and develop ways to meet them.

Counselling: To discuss between a training practitioner and a person **seeking** guidance regarding ways one can improve one's on-the-job performance or **prepare** for advancement.

In-basket: To measure or test a manager's ability to handle some of the day to day challenges which come to him or her in writing in his or her in-box **from** various sources.

Incident Pattern: To note in terms of success or failure, the responses to special situations and to study the pattern of deviation.

Informal Talks: To meet and talk informally with people for finding clues to training needs.

Interviews: To **arrange a** formal meeting with the **person** or group concerned employing, the interview techniques.

Observation: To observe such things as may have value as indicators of training needs, especially needs which **are** just **under-the-surface** or emerging.

Problem Clinic: To arrange meetings of a homogenous'group to discuss a common problem and develop a solution.

Research: To identify implications for **training** and development as a result of **research.**

Role Playing: To get clues to training needs in a skill, an **area** of knowledge, or in understanding or attitude by observing how each role player acts in a **role** playing situation.

Self-analysis: To **self-evaluate** and know what is needed in theory, additional knowledge, skill or insight.

Simulation: To analyse performance in simulated exercise to reveal individual **and/or** group training needs.

Skill Inventory: To establish and annually update an inventory of the skills of their employees and to identify gaps or blind spots in reserve or stand-by skills.

Slip Writing: To write on a slip the **type** of training needed and analyse the information on these slips.

Studies: To undertake studies which can turn up training needs which will have to be met if the plans were adopted.

Surveys: To undertake surveys that can' be used to. take inventory of operations, employee attitudes, implications of advanced planning, etc.

Tests: To perform tests to measure skill, knowledge or attitude and to identify gaps.

Task Force: To constitute a task force which, in analysing the problem may unearth training needs which must be met before their recommended solution to the problem can be implemented.

Questionnaire: To develop a questionnaire to elicit information which can be used to determine training needs, delimit the scope of the training, identify course contents, etc.

Workshop: To identify in a workshop, the need for further understanding or insight about organisation goals or operations.

13.3.3   Training Policy and Effective Training Programme

Even though training is primarily the responsibility of the Personnel Department, a suitable training policy has to be evolved by the top management. It should reflect the primary and secondary objectives mentioned earlier. A training policy should be able to provide answers to the following questions: .

1)   What do you want and hope to accomplish through training?

2)   Who is responsible for the training function?

3)   Should the training be formal or informal?

4)   What are the training priorities?

5)   What types of training is needed?

6)   When and where should training be given?

7)   Should training be continuous or casual?

8)   How much should the employees be paid during training?

9)   Which outside agencies should be associated with training?

10) How should training be related to labour policy or customer care?

A successful training programme should be based on the following principles:

1)   The objectives and scope of a training plan should be well defined before starting its development. This will be necessary to provide a basis for common agreement and co-operative action.

2)   The techniques and processes of a training programme should be related directly to the needs and objectives of an organisation.

3)   To be effective, the training must use tested principles of learning.

4)   Training should be conducted in the actual job environment to the maximum possible extent.

13.3.4   Training Methods

Various methods of training have been evolved and any one method, or any two or more of these can be used, depending upon the requirements and the level of people to be trained. All training methods can be broadly classified as (a) **on-the-job methods,** and (b) **off-the-job methods.**

a)   **On-the-job Methods**

Under these methods the principle of learning by doing is used. These methods are briefly described below:

1) **On-the-job Training:** An employee is placed in a new job and is told how it is to be performed. It aims at developing skills and habits consistent with the existing practices of an organisation and by orienting him or her to immediate problems. Coaching and instructing is done by skilled workers, by supervisors, or by special training instructors. A variety of training aids and techniques are used such as procedure charts, lecture manuals, sample problems, demonstrations, oral and written explanations, tape recorders, etc.

2) **Demonstration and Examples:** Here the trainer describes and demonstrates how to do a certain work. The trainer performs the activity himself or herself, going through a step-by-step explanation of the why, how and what of what he or she is doing. Demonstrations are often used in combination with lectures, pictures, text material, discussion, etc. The emphasis under this method is on know-how. The principles and theory of a job must be taught by some other methods.

3) **Apprenticeship:** It is one of the most commonly used method of training in hospitality industry. A major part of training time is spent on the on-the-job productive work. Each apprentice is given a programme of assignments according to a predetermined schedule which provides for efficient training in trade skills. This method is appropriate for training in crafts, trades and technical areas, specially when proficiency in a job is the result of a relatively long training or apprenticeship period.

b)   **Off-the-job or Classroom Methods**

The location of this training may be a company classroom, an outside place owned by the organisation, an educational institution or association, which is not a pan of the sompany.

These methods are:

1) **Vestibule Training or Training Centre Training:** It involves classroom training imparted with the help of equipment and machines identical to those in use at the place of work. Theoretical training is given in the classroom, while practical work is conducted on the production line. It is oft I used to train bank tellers, inspectors, machine operators, airline ticketing staff, etc.

2) **Simulation:** It is an extension of vestibule training. The trainee works in closely 'duplicated' real job conditions. This is essential in cases in which actual on-the-job practice is expensive, might result in serious injury, a costly error or the destruction of valuable material or resources, e.g. in aeronautical industry.

3) **Lectures:** These are formally organised talks by an instructor on specific topics. This method is useful when philosophy, concepts, attitudes, theories and problem solving have to be discussed. The lectures can be used for a very large group to be trained in a short time. These are essential when technical or special information of a complex nature is to be imparted. The lectures are supplemented with discussions, film shows, case studies, role-playing, etc. **Role-playing** is used quite often in the lectures where trainees act out a specific role o a customer or that of the Salesperson and so on. This doesn't have any specific note written out and the trainees have to deal with hypothetical situations dealing with human interaction in a given situation such as customer grievance handling and so on.

4) **The Conference and Seminar:** Under this method, a conference is held in accordance with an organised plan. Mutual problems are discussed and participants pool their ideas and experience in attempting to arrive at better methods of dealing with these problems. Conferences may include Buzz sessions which divide conferences into small groups of four or five for intensive discussions. These small

groups report back to the whole group with their conclusions or **questions.** This method is ideally suited for analysing problems and issues, and examining them from different viewpoints. It helps in developing conceptual knowledge, reducing dogmatism and modifying attitudes.

In case of seminar, the group **learns** through discussion of a paper on a selected subject. The paper is written by one or more trainees. Discussion may be on a statement made by the person in charge of the seminar or on a document prepared by an expert. The material to be **analysed** is distributed in advance in the form of required reading.

5) Case Discussion: Under this method, a real (or hypothetical) business problem or situation demanding solution, is presented to the group and members are trained to **identify** the problems present. They must suggest various alternatives for tackling them, analyse each one of these, find out their comparative suitability, and decide for themselves the best solution. The trainer only guides the discussion and in the process ensures that no relevant aspect is left out of discussion, and adequate time is spent on each aspect. This method promotes analytical thinking and problem-solving ability. It encourages open-mindedness, patient listening, respecting others' views and integrating the knowledge obtained **from** different basic disciplines. Incidentally, it enables trainees to become increasingly aware of obscurities, contradictions and uncertainties encountered in a business. This method is extensively used in professional schools of law-and management, and in supervisory and executive **training** programmes in industry.

6) Role-playing: This method is also called 'role-reversal', 'socio-drama' or 'psycho-drama'. Here trainees act out a given role as they would in a stage play. Two or more trainees are assigned roles in a given situation, which is explained to the group. There are no written lines to be said and, naturally, no rehearsals. The role players have to quickly respond to the situation that is ever changing and to react to it as they would in the real one. It is a method of human interaction which involves realistic behaviour in an imaginary or hypothetical situation.

Role-playing primarily involves employee-employer relationships, hiring, firing, discussing a grievance problem, conducting a post appraisal interview, disciplining a subordinate, or a salesman making presentation to a customer.

7) Programmed Instruction: This involves two essential elements: (a) a step-by-step series of bits of knowledge, each building upon what has gone before, and (b) a mechanism for presenting the series and checking on the trainee's knowledge. Questions are asked in a proper sequence and indications given promptly **as** to whether the answers are correct.

This programme may be carried out with a book, a manual or a teaching machine. It is primarily used for teaching factual knowledge such **as** Mathematics, Physics, **etc.**

If you have realised that training is quite a stupendous task, which cannot be done by one single department, **you** are right in your thinking. In fact, total responsibility for training has to be shared amongst the:

• Top Management who should frame and authorise the basic **training** policies, review and approve the broad outlines of training plans and programmes, and **approve** training budgets,

• Personnel Department, which should plan, establish **and** evaluate instructional programmes,

• Supervisor who should implement and supply the various developmental plans, and

• Employees, who should provide feedback, revision and suggestions, for improvement in the programme.

13.4 EVALUATION OF TRAINING PROGRAMMES

Each training programme should have provision for evaluation as **part** of planning; otherwise you cannot be sure that you are doing the right thing and that you are not wasting the valuable time and money of **the** organisation on these programmes.

These criteria can be viewed **as** either subjective or objective:

i) **Subjective** criteria call for opinions of participants who are asked about their impressions of training effectiveness. This can be' done during training, at its close or at some period **after** the training has ended. Similar evaluation may be made by the **trainers** and management.

ii) **Objective** criteria relate **to** effects of training by measuring specific outcomes. For example, review is made of performance appraisals of trainees following the training programme.

Any evaluation begins with the criteria which depend on the objectives. Some of the **criteria** could **be:**

- **Reaction of trainees, i.e.,** whether the participants liked or disliked the programme?

- **Learning, i.e.,** whether the concepts, ideas and principles of the training were **intellectually** assimilated by the participants;

- **Behavioural changes, i.e.,** whether the training caused people to alter their **behaviour** on the job? and

- **Impact on organisation effectiveness, i.e.,** whether the modified behaviour caused positive results, such as an **increased** output, improved quality and lower costs.

After the evaluation is made, the situation should be **analysed** to find the probable causes for a difference **between expected** outcome and actual outcome. The fault may lie in the designing of a **programme and/or** its implementation. The organisation's investment in -terms of energy, time and, money, made in these programmes must be justified by the related out come in terms of the increased efficiency and effectiveness of the participants. Consequently necessary precautions should be taken for designing and implementing **future** programmes.

13.5 RETRAINING

Retraining programmes are designed as a means of **avoiding** personal obsolescence. It is the tendency of the individual worker to become outdated in terms of job requirements. This is true of employees at every level in the organisation.

However, retraining is focused on rank-and-file workers. This is so because their number is large and technological change makes its immediate impact on those who work closer to technological resources. Besides they are less equipped to foresee their personal needs and also because they require more assistance in advance planning.

Workers require **refresher courses** to help them recall what they have forgotten and to overcome some practices they **have come** to accept as **satisfactory.** They also need the firm to bring them relevant new knowledge and skills. The need for retraining also arises as a result of technological changes resulting in changes in equipment, tools, and work methods. For example, the front office employees need constant retraining in computer programmes.

13.6 MANAGEMENT DEVELOPMENT

Management Development is a systematic process of training and growth by which managerial **personnel** gain and apply skills, knowledge, attitudes and insights to manage thd work **in their organisations** effectively and efficiently.

13.6.1 Needs and Concepts

A business organisation has to develop the potential of all those who are in management positions or who are fresh from management institutions and have the potential for development. This development is necessary because of the following reasons:

- Management personnel need to be developed as they have to tackle problems arising out of introduction of automation, intense market competition, growth of new markets, enlarged labour participation in management and greater interest being taken by the public and the government in various activities of business.

- Business and industrial leaders are increasingly recognising their social and public responsibilities which call for a much broader outlook on the part of management.

- Managers have to be developed for handling problems arising out of increasing size and complexity of the organisations.

- Management labour relations are becoming increasingly complex.

- To understand and adjust to changes in socio-economic forces, including changes in public policy and concepts of social justice, industrial democracy, problems of ecology (smog or pollution), ekistics (the problem of human settlements), ergonomics (the problem of working environment) and cultural anthropology (the problem of fitting machines to men).

A sound programme of management development has to be based on the development of concepts evolved in the past. The more important of these are given below:

- Management development is not a 'one shot' affair but continues throughout an executive's whole professional career.

- There always exists some gap between actual performance and capacity, 'which provides considerable opportunity for improvement.

- Increased understanding of others, their behaviour and attitude, and of oneself definitely aids in managing, and contributing to personal development.

- There are certain forces which may retard further growth, for example, age, habits, reduced motivation etc.

- Development seldom takes place in a completely peaceful and relaxed atmosphere. Growth involves stresses and strains.

- Development requires clear-cut objectives and goals which are to be achieved or attained, and the ways and methods of achieving these.

- Participation is essential for growth. Spoon feeding seldom .brings significant or lasting improvement.

- Feedback from a superior to a subordinate and from a group to an individual is necessary for the recognition of shortcomings and for keeping oneself in touch with the progress that has been achieved.

- An important responsibility of the personnel departments is that of development.

13.6.2 Objectives and Organisational Climate

Any hospitality management development programme must aim at achieving the following objectives:

- To assure the organisation of availability of required numbers of managers with the required skills to meet the present and anticipated future needs of the business.

- To encourage managers to grow as persons and in their capacity to handle greater responsibility.

- To improve the performance of managers at all levels in the jobs that they hold now.

- To sustain good performance of managers throughout their careers.

Management development must relate to all managers in the organisation. It must lead to growth and self-development of the organisation. Its focus should be on future requirements rather than those of today. Management development must be dynamic and qualitative, rather than static replacement based on mechanical rotation.

A. Dasgupta has given objectives of development of managerial personnel for various levels of management. These are given below:

a) **Top Management**

1) To improve thought processes and analytical ability in order to uncover and examine problems and take decisions in the best interests of the country and organisation.

2) To broaden the outlook of the executive in regard to his or her role, position and responsibilities in the organisation and outside.

3) To think through problems which may confront the organisation, now or in the future.

4) To understand economic, technical and institutional forces in order to solve business problems.

5) To acquire knowledge about the problems of human relations.

b) **Middle Line Management**

1) To establish a clear picture of executive functions and responsibilities.

2) To bring about an awareness of the broad aspects of management problems, and an acquaintance with, and appreciation of, interdepartmental relations.

3) To develop the ability to analyse problems and to take appropriate action.

4) To develop familiarity with the managerial uses of financial accounting, psychology, business law and business statistics.

5) To inculcate knowledge of human motivation and human relationships.

6) To develop responsible leadership.

c) **Middle Functional Executive and Specialists**

1) To increase knowledge of business functions and operations in specific fields in marketing, production, finance, personnel etc.

2) To increase proficiency in management techniques such as work study, inventory control, operations research, quality control.

3) To stimulate creative thinking in order to improve methods and procedures.

4) To understand the functions performed in a company.

5) To understand human relations problems.

6) To develop the ability to analyse problems in one's area or functions.

Organisational climate means the circumstances or conditions in which the management guides the development and growth of people at all levels by training, counselling, delegation and communication. This refers to the manner in which things are managed, the way people are treated, the extent of delegation of authority, system of encouraging ideas, initiative and enterprise, opportunity for experimenting and testing new concepts, tools and techniques for projection of a company's goals, policies and philosophy.

Management development is not possible unless a **favourable** climate for it is created in the organisation. There must be definite, comprehensive and coordinated plan **for** the development of managers. It should be drawn **after** consultation with the people concerned and communicated to all those who have to administer and function under it. It must begin with the top so that management at that level may set an example.

13.6.3 Techniques

You have earlier studied various methods of training workers and supervisors. We shall now describe various methods of management development. The emphasis here is not on skills but on handling of situations, people and managerial problems.

These techniques are explained below:

Planned Progression: Under this method, the path of promotion that lies before the manager who occupies a given position is blue-printed. The path may-be through the successive levels of organisation structure within one department. The path may also be traced through 3 or 4 departments providing broad experience and wide opportunities.

Job Rotation: As the individual moves from job to job he or she receives diversified training. This rotation can be of different types:

- **Rotation in non-supervisory work situations:** Here the individual is assigned to predetermined jobs within a list of departments for a given period of time to acquaint oneself with a range of activities undertaken by the firm.

- **Rotation in observation assignments:** Opportunities are created for individuals to observe a group of department managers and to acquaint themselves with various managerial problems and their solutions. This gives them an opportunity to 'sell' themselves and to learn the type of work they would like to do.

- **Rotation among managerial training positions:** Certain managerial positions are designated as training stations which are successfully occupied by trainees. The purpose is to give actual supervisory experience in a variety of positions in several departments.

- **Middle-level rotation in assistant position:** The individuals **are** shuffled as assistant managers in several departments to broaden their experience at a high level in each department.

- **Unspecified rotation among managerial positions:** This is aimed at giving managers responsible experience in a variety of positions.

Creation of 'Assistant-to' Position: Here the superior can act effectively as the teacher and he can judge the assistant's decision-making and leadership ability. Working in this position, the individual broadens his or her viewpoint by exposure to many **areas** of managerial practice.

Under-study: An under-study is a person selected for one being trained to assume at a future time the full duties and responsibilities of the position presently held by his or her superior. A **fully** trained person would through this system be available to'replace a manager during the long absence or illness or on retirement, transfer or promotion. He or she·is generally assigned a project which is closely related to the work in the section. He or she is deputed to attend executive meetings as a representative of the superior.

Coaching-counselling: It involves discussion between an employee and the superior on matters concerning the employee's personal hopes, fears, emotions and aspirations. It is an effective way to get a new subordinate oriented in his or her job. It involves continuous analysis of the subordinate's performance by the superior. This enables the candidate to understand clearly how the superior operates in matters of inter-departmental relationships and personalities. **Counselling** cannot be standardised. It is personal in nature. Every executive can coach the persons under him or her even if no management development programme exists.

Temporary Promotions: The candidate may be moved up to the next rung of managerial hierarchy and tested for his or her performance and made accountable during that period of temporary tenure.

Committees and Junior Boards of Management: These are composed cf middle level managers, selected on the basis of merit-rating who meet regularly and act as "idea men". Their proposals are considered by responsible general executive and may be referred to the Board of Directors, if found suitable. This broadens the perspective of the members and instils in them a sense of responsibility.

Syndicate: Under this method, a team of persons of mature judgement and proven ability is set up with different functional representation so that there is an exchange of ideas and experiences. The syndicate is given a task properly spelt out in terms of briefs and background papers. Large groups are split into smaller ones of 8-10 persons each and discussions are supplemented by short lectures. The teacher acts as a 'resource' person rather than as a lecturer. This method enables an executive to acquire a proper perspective on his or her job in relation to the activities in areas other than his or her own.

Incident Process: This is a variant of case discussion. Here only a brief description of an incident is given. Participants have to determine what other relevant information to seek from the instructor, which he or she gives or has it.

Sensitivity Training: Members are brought together in a free and open environment in which participants discuss themselves and their interactive processes. The discussion is lightly directed by a behavioural expert, who creates the opportunity for participants to express their ideals, beliefs and attitudes. The objective of this method is to provide managers with increased awareness of their own behaviour and of how others perceive them, greater sensitivity to the behaviour of others and increased understanding of group processes. Specifically, it aims at increased ability to empathise with others, improved listening skills, greater openness, increased tolerance for: differences and improved conflict-resolution skills.

Management or Business Games: These are class room simulation exercises in which teams of individuals compete with each other in order to achieve a given objective. An atmosphere is created in which the participants play a dynamic role and enrich their skills through involvement and simulated experience. Usually, several teams are formed which represent competing units. Teams take decisions on specified matters for each period. Based on these decisions the position of each company and the industry as a whole is given by the umpire and then decisions are taken again for the next period. The game continues for 6 to 12 periods. Business games are designed to teach trainees how to take management decisions in an integrated manner and in a comparatively short time. Participants learn by analysing problems and by making decisions by a trial-anderror process.

In-basket Exercise: This is a variant of simulation. The trainee is provided with a desk and a variety of immediate problems in hi or he 'in basket'. His or her reactions and decisions become the basis for critical evaluation and discussion.

Transactional Analysis (T.A.): In this practice it is assumed that people have three basic 'states of being — Parent, Child and Adult'. These states or traits are manifest in their transactions (dealings) with others through words, manner, appearance and gestures. If the Parent trait is strong the person has a tendency to approach transactions as a regulator and evaluator of others. Persons influenced by the Child trait tend to feel inferior and dominated. Those with the Adult trait view life as it is experienced in reality — one figures it out by oneself — not as one was taught (Parent) or how one wished or fancied it to be (Child).

Two persons with the Adult trait will conduct a transaction with thoughts and recognition of mutual worth. T.A. W i n g can lead to modified behaviour by providing personal insights.

Check Your Progress
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1) Why is training needed in an organisation?

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2) . Discuss on-the-job training methods.

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3) What do you understand by Induction? Describe the importance of Proper Induction Process.

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4) What do you understand by Induction Process?

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13.7 LET US SUM UP

This Unit should have helped you to **realise** why it is necessary to train new employees for their jobs and the old employees for the new jobs assigned to them. It would also have helped you to understand how to set up suitable training programmes and execute them so that their objectives are achieved.

You must have understood that training and development are two different aspects and need to be handled as different entities. Why it is necessary to develop managers in an organisation and how this can be done successfully by training and development was also focussed in this Unit.

13.8 CLUES TO ANSWERS

Check Your Progress
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1) See Sub-sec. 13.3.13.

2) See part (a) of Sub-sec. 13.3.4.

3) See Dasgupta's model in Sub-sec. 13.6.2.

4) Compare your answer with the methods mentioned in Sub-sec. 13.6.3.