



Training and development in the organisations: A conceptual framework

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Abstract

The organizations now are looking at Training and Development as an investment that is essential for them not only to harness the potential of the employees but also to increase the organization's competitive advantage. The skill gap existing in the competitive environment and the internal dearth for quality employees has not only made the organization to take step forward to train their employees to reap long-run benefits. The present study is a conceptual study in understanding the training, the reasons that necessitate the training and development in the organisations and the like.

Keywords: skill, development, competitive advantage, employability

1. Introduction

Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone R J. Human Resource Management, 2002). Now a days training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization.

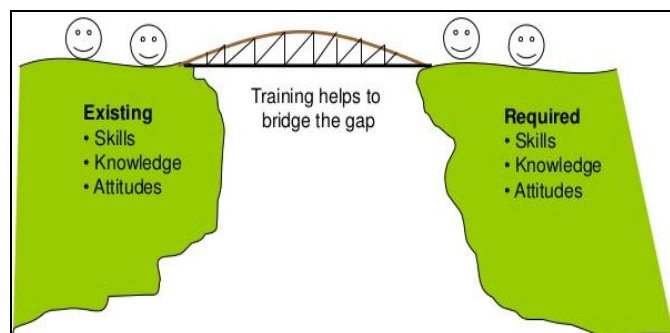


Fig 1

2. Reasons for Carrying Out Training and Development ^[1]

Employers do not regularly consider the feelings of their employees regarding skills development. Accordingly, Frost, Vos and Dreyer (2003:147) claim that the traditional business organisation is closely modelled on the military style of management, probably because armies are the largest and almost certainly the oldest human organisations. In response to this, Katcher and Snyder (2003:90) identify some of the reasons why employers need their employees to continuously learn new skills:

Capital improvement

Organisations tend to spend millions of rands on upgrading their plants and equipment, yet little on upgrading their human capital. Employees are an asset to the organisation but employers are more concerned about reaching deadlines and profit maximisation rather than employees skills development, without which employee performance could be hampered. Although the organisation still achieves productivity, the focus should also be on the dedication, commitment and loyalty of employees. If employees do not receive ongoing training, up-to-date equipment will not be used optimally.

Morale improvement

Employees who continuously upgrade their job skills will also improve their productivity. Developing employee skills not only plays a role in the workplace, but in the external world as well. It contributes to the full personal development of each employee and the socio-economic development of the nation at large; therefore, happy employees may be productive, but more productive employees are happier.

Ability to adapt to change

The more skilled the workforce is, the easier it will be for the entire organisation to adapt to changes that may arise in the domestic and global market place in the demand of its products and services. Sometimes employees are reluctant to adapt to change because of the uncertainty involved, but one of the objectives of the Skills Development Act 97 of 1998 is to develop the skills of the South African workforce as well as increasing levels of investment in education and training in the labour market.

¹ The Impact of Training and Development on Employee Performance: A Case Study Escon Consulting Franklin Dang Kum, Richard Cowden and Anis Mahomed Karodia; Singaporean Journal of Business economics, And Management Studies Vol.3, No.3, 2014

3. Training Methods: On Job Training and Off the Job Training Methods ^[2]

a) On-the-job Training Methods

1. Coaching
2. Mentoring
3. Job Rotation
4. Job Instruction Technology
5. Apprenticeship
6. Understudy

b) Off-the-Job Training Methods

1. Lectures and Conferences
2. Vestibule Training
3. Simulation Exercises
4. Sensitivity Training
5. Transactional Training

A. On-the-job training Methods

Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behaviour. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1. **Coaching:** Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles. In India most of the scooter mechanics are trained only through this method.
2. **Mentoring:** The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to-one interaction, like coaching.
3. **Job Rotation:** It is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.
4. **Job Instructional Technique (JIT):** It is a Step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). It helps us:
 - a) To deliver step-by-step instruction
 - b) To know when the learner has learned
 - c) To be due diligent (in many work-place environments)
5. **Apprenticeship:** Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association

with and also under the direct supervision of their masters. The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organisation after securing training. The apprentices are paid remuneration according the apprenticeship agreements.

6. **Understudy:** In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a firm). The subordinate learns through experience and observation by participating in handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

B. Off-the-job Training Methods

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression. Important methods include:

1. **Lectures and Conferences:** Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It's a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.
2. **Vestibule Training:** Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant.

An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop.
3. **Simulation Exercises:** Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.
 - a. **Management Games:** se of management games can encourage novel, innovative mechanisms for coping with stress. Management games orient a candidate with practical applicability of the subject. These games help to appreciate management concepts in a practical way. Different games are used for training general managers and the middle management and functional heads – executive Games and functional heads.
 - b. **Case Study:** Case studies are complex examples which give an insight into the context of a problem as well as illustrating the main point. Case Studies are trainee centered activities based on topics that demonstrate theoretical concepts in an applied setting. A case study allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory

² <http://www.yourarticlelibrary.com/employees/training-methods-on-job-training-and-off-the-job-training-methods/5421>

and practice, encourage active learning, provides an opportunity for the development of key skills such as communication, group working and problem solving, and increases the trainees’ enjoyment of the topic and hence their desire to learn.

- c. **Role Playing:** Each trainee takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. It emphasizes the “real- world” side of science and challenges students to deal with complex problems with no single “right” answer and to use a variety of skills beyond those employed in a typical research project.

In particular, role-playing presents the student a valuable opportunity to learn not just the course content, but other perspectives on it. The steps involved in role playing include defining objectives, choose context & roles, introducing the exercise, trainee preparation/research, the role-play, concluding discussion, and assessment. Types of role play may be multiple role play, single role play, role rotation, and spontaneous role play.

- d. **In-basket training:** In-basket exercise, also known as in-tray training, consists of a set of business papers which may include e-mail SMSs, reports, memos, and other items. Now the trainer is asked to prioritize the decisions to be made immediately and the ones that can be delayed.

4. Sensitivity Training: Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. It is ability of an individual to sense what others feel and think from their own point of view.

It reveals information about his or her own personal qualities, concerns, emotional issues, and things that he or she has in common with other members of the group. It is the ability to behave suitably in light of understanding. A group’s trainer refrains from acting as a group leader or lecturer, attempting instead to clarify the group processes using incidents as examples to clarify general points or provide feedback. The group action, overall, is the goal as well as the process.

Sensitivity training Program comprises three steps

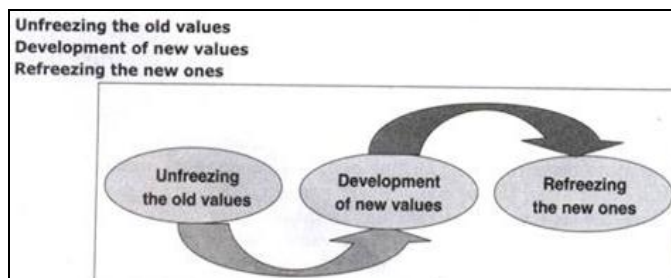


Fig 2: Procedure for Sensitivity Training

5. Transactional Analysis: It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person.

This motivation reaction relationship between two persons is known as a transaction. Transactional analysis can be done by the ego (system of feelings accompanied by a related set of behaviors states of an individual).

Child

It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses which come to him/her naturally from his/her own understanding as a child. The characteristics of this ego are to be spontaneous, intense, unconfident, reliant, probing, anxious, etc. Verbal clues that a person is operating from its child state are the use of words like “I guess”, “I suppose”, etc. and non verbal clues like, giggling, coyness, silent, attention seeking etc.

Parent

It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses imposed on her in her childhood from various sources such as, social, parents, friends, etc.

The characteristics of this ego are to be overprotective, isolated, rigid, bossy, etc. Verbal clues that a person is operating from its parent states are the use of words like, always, should, never, etc and non-verbal clues such as, raising eyebrows, pointing an accusing finger at somebody, etc.

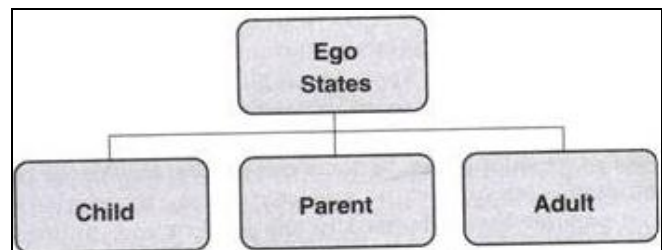


Fig 3: Ego States

Adult

It is a collection of reality testing, rational behaviour, decision making, etc. A person in this ego state verifies, updates the reaction which she has received from the other two states. It is a shift from the taught and felt concepts to tested concepts.

All of us show behaviour from one ego state which is responded to by the other person from any of these three states.

4. Approaches to Training^[3]

The considerations for training vary in organizations. Some of these considerations are not necessarily based on need. The

³ Staff Training and Development: A Vital Tool for Organisational Effectiveness by D. A. Olaniyan and Lucas. B. Ojo; European Journal of Scientific Research ISSN 1450-216X Vol.24 No.3 (2008), pp.326-331

various influences of training are summed up as follows:

1. **Administrative Approach:** This is based on establishment of Budget and policies. Officers are therefore sent for training based on the availability of funds.
2. **Welfare Approach:** This is based on extraneous considerations. Some organizations send staff on training abroad with a view to improving their financial well-being or their skills to enable them secure employment elsewhere.
3. **Political Approach:** Within the ranks of organization are pressure groups, loyalist and favourites of managers, who use their privileged positions to secure training opportunities over and above their colleagues who in most cases merit the training programmes available.
4. **Organizational Development Approach:** This approach uses departmental training needs as consideration for selection.
5. **Systematic or Need – Based Training:** This selection process here is based on Identification of training needs. It is used by organizations for growth and development.

5. Review of Literature

Dr. Amir Elnaga, Amen Imran, Ms. Amen Imran (2014) ^[4] analyze and understand the theoretical framework and models related to employee development through training and development programs, and its effect on employee performance and on the basis of the review of the current evidence of such a relationship, offers suggestions for the top management in form of a checklist, appropriate for all businesses, to assess the employee performance and to find out the true cause(s) of the performance problem so the problem could be solved in time through desired training program. The study in hand faces the limitations as there are no adequate indications to correlate directly the relationship between training and employee performance.

Osibanjo Omotayo Adewale, Adeniji Adenike Anthonia ^[5] shows results of the impact of organizational culture on human resource practices in some selected Nigerian private universities. The statistical analysis was based on two hundred and thirty-seven respondents in the selected studied private universities showing that a close relationship exists between organizational culture and recruitment process, training programmes, job performance management, performance of employees, pay structure, and compensation administration. The paper suggested that given the organizational context of the study, each of the variables will be appreciated more by the individuals in values, beliefs, and practices of the organization. It is therefore suggested that prospective employees or job seekers should endeavor to familiarize themselves with the organizational culture before accepting job offers.

D. A. Olaniyan, Lucas. B. Ojo (2008) ^[6] contends the need for improved productivity has become universally accepted and

that it depends on efficient and effective training is not less apparent. It has further become necessary in view of advancement in modern world to invest in training. Thus the role played by staff training and development can no longer be over-emphasized. Staff training and development are based on the premise that staff skills need to be improved for organizations to grow. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. New entrants into organizations have various skills, though not all are relevant to organizational needs.

Herman Aguinis, Kurt Kraiger ^[7] provides a review of the training and development literature since the year 2000. We review the literature focusing on the benefits of training and development for individuals and teams, organizations, and society. We adopt a multidisciplinary, multilevel, and global perspective to demonstrate that training and development activities in work organizations can produce important benefits for each of these stakeholders. Researchers also review the literature on needs assessment and pertaining states, training design and delivery, training evaluation, and transfer of training to identify the conditions under which the benefits of training and development are maximized. Finally, we identify research gaps and offer directions for future research.

Raymond A. Noe ^[8] propounds that the Customer service, productivity, safety, employee retention and growth, the downturn in the economy, coping with the retirement of skilled employees—these are some of the issues affecting companies in all industries and sizes and influencing training practices. Four companies—Boston Pizza, Seattle City Light, Starbucks, and US Airways— provide examples of how these concerns have affected business and how training has helped them succeed Boston Pizza International, a casual restaurant chain, recognized that most of its managers understood the Boston Pizza concept but lacked the soft skills needed to be successful managers. At Boston Pizza College, managers learn and practice skills needed for successful store management. The learning initiative has paid off. Reports from secret shoppers and quality assurance visits have improved, and the restaurant chain has increased retention in an industry in which turnover can approach 300 percent.

Vinesh (2014) ^[9] propagate that training and development is the field which is concerned with organizational activity aimed at bettering the performance of Individuals and groups in organizational setting. It is a combined role often called human resources development (HRD) meaning the development of “Human” resources to remain competitive in the marketplace. Training focuses on doing activities today to develop employees for their current jobs and development is preparing employees for future roles and responsibilities. It carry out an analysis that the objective of training and development is to creative learning organizations which ensure that employees through value addition can effectively

⁴ European Journal of Business and Management, The Effect of Training on Employee Performance

⁵ Impact of Organizational Culture on Human Resource Practices: A Study of Selected Nigerian Private Universities

⁶ European Journal of Scientific Research, Staff Training and Development: A Vital Tool for Organisational Effectiveness

⁷ Benefits of Training and Development for Individuals and Teams, Organizations, and Society

⁸ Employee Training and Development

⁹International Journal of Management and International Business Studies. Role of Training & Development in an Organizational Development

perform their jobs, gains competitive advantage and seek self-growth: this measurable performance resulting from good training and development, shall enhance organization development.

6. Training and Development Scenario in India

With the changing time and even fast changing technologies Indian companies have started realizing the importance of corporate training. As the companies are setting up their branches all over the world, becoming multinational corporations they need trained employees who can raise the profits. Today, training is considered as a tool for employee retention. The cost incurred on training an individual in a company is recovered if the employee improves his skills after the training is imparted and the productivity is raised. Training has now become important in every field be it Sales, Marketing, Human Resource, Logistics, Engineering, Production and Manufacturing, Inventory Management etc. Indian companies fulfill their requirement of skilled workforce by providing on-the-job trainings and other internal educational programs which are designed to quickly improve the expertise of new recruits especially in the high-tech industry. According to NASSCOM there is a tremendous rise in the IT corporate training market which is expected to reach Rs. 600 crore in 2010 from Rs. 210 crore (Training Scenario in Indian Industry, www.naukrihub.com).

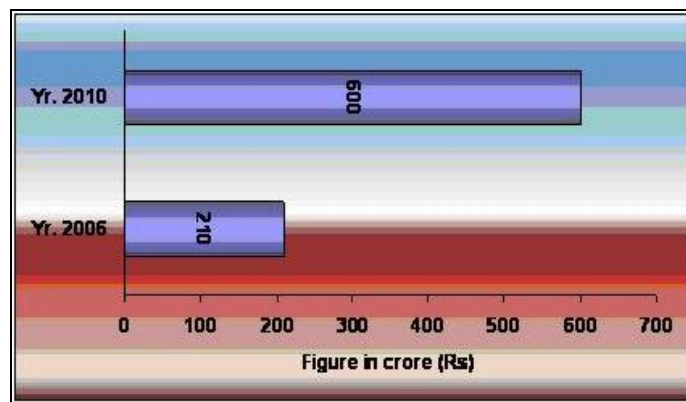


Fig 4: (Source: Training Scenario in Indian Industry, www.naukrihub.com)

According to the research done by Kauffman Foundation in the Kansas City (Wadhwa, 2010), These steps have been taken due to problems with the uneven education system, which many companies believe is still lagging in the areas of technology research and development.

In a report co-written by Harvard and Duke researchers (“How the Disciple Became the Guru: Is it time for the U.S. to learn workforce development former disciple, India?”), they have taken for study 24 Indian companies in emerging sectors, including IT, business process outsourcing, software, pharmaceutical, and retail, financial, hospital, and education services. According to the findings of the study, all sectors have grown quickly in spite of major roadblocks which are termed as “skills shortfalls and talent shortages” (Riley, 2008). In India, the development efforts for the workforce are being done very late and above all they are not innovative or very unique. The U.S. and European companies have been using

such programs from decades for their employees. Innovation comes from integrating programs into day-to-day operations and systems of career advancement; the use of technology in managing the processes; and the decision-making that is based on them. In 2007, India’s top five IT companies—TCS, Infosys, Wipro, Satyam, and HCL had recruited around 120,000 new employees, most of them coming straight from Indian universities. Training provided to them, described as “Freshers’ Training”, is a major part of corporate strategy, with CEOs and many senior employees often deeply involved. It is costly and time-consuming as all the new recruits are at their nascent stage to understand the practical implications of the theory which they had studied. But there’s a paradox: Although the Indian model works well, it is only for India-specific reasons. India lacks a sound accreditation system for higher education. The workforce absorbs and trains most students who graduate from unaccredited institutions. For the political and economic stability of a country it’s important to engage youth in technological development. (Sheila Riley, 2008)

7. Conclusion

In India, the small organizations fail to impart the training and development as a part of the organizational road map to enhance the skill set of the employees. When the organizations fail to identify the gaps found in the required skills, there is underperformance. This in turn has an impact on the profitability of the concerns. The institutions imparting the education have to follow the trends in the employment market. This disconnection between the institutes educating the youth and the organizations which employ them after their formal education has made the organizations to feel the necessity to tune up the skill set of the prospective employees.

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