

**MANAGEMENT TRAINING  
AND  
DEVELOPMENT**

**BBA**

**VI SEMESTER**

**SPECIALIZATION – HRM**

**(CUCBCSS 2014 Admn.Onwards)**



**UNIVERSITY OF CALICUT  
SCHOOL OF DISTANCE EDUCATION**

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*Study Material*

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**MANAGEMENT TRAINING AND DEVELOPMENT**

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## **CHAPTER-1**

# **TRAINING**

**Training** is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development

### **NEED FOR TRAINING**

Training of employees is essential because work force is invaluable Asset to an organisation. It is necessary to provide training both for existing and new employees. It increases the skill of the employees. Training is required on account of the following reasons.

1. Newly appointed persons.
2. Existing experienced employees.
3. Technological changes.
4. Environmental changes.
5. Internal mobility.
6. Problems related with production.

### **IMPORTANCE AND ADVANTAGES OF TRAINING**

1. Increase in efficiency and productivity.
2. Elimination of wastage.
3. Less learning costs and period.
4. Less supervision.

5. Higher employee morale.
6. Reduction in employee grievances.
7. Reduction in labour turnover absenteeism etc.
8. Reduction in accidents and breakdown.
9. Personnel development.
10. Better organisational climate.
11. Future requirement.

### **ADVANTAGES TO EMPLOYEES**

Training offers the following benefits to employee.

1. It helps to enhance self confidence among employees.
2. A trained employee can perform their job in a better way compared with others.
3. An employee can handle machines safely. He is also able to adopt a number of safety measures.
4. Training enables a worker to adopt a new assignment.
5. It helps him to obtain promotion quickly.
6. Training helps to acquire new sophisticated technologies which are helpful to perform duties scientifically.
7. It helps an employee handle stress, tension, frustration and conflict.
8. It helps the employee in making better decisions and solving problem effectively.

## **CHAPTER-2**

### **THE TRAINING PROCESS- AN OVERVIEW**

The training process involves the following steps

1. **Assessment of training needs:** the needs are identified through an analysis of the entire organisation, its operation and human resources available.

Training needs are identified through the following types of analysis.

- i. **Organisational analysis:** it involves a study of the entire organisation in terms of its objectives , its resources, resource allocation and utilisation, growth potential and its environment.
  - ii. **Operations analysis :** it is a systematic and deailed analysis of jobs. It is conducted mainly to assess job contents, skills and aptitude required to perform jobs.
  - iii. **Man analysis:** the persons to be trained, changes required in tthe knowledge, skills and aptitudes of the employee are to be determined. Any change in the organisation strategy necessitates training to employees.
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2. **Training and development objectives:** once training needs are assessed, training and development goals or objectives must be established. The main objectives of training are:
    - i. To provide basic knowledge and skills required to perform a specific task.
    - ii. To provide latest concepts, information and techniques to employees for performing efficiently in the present position.
    - iii. To build a second line officers by giving training to occupy responsible position in future.
  3. **Designing training policy:** it consists of rules and procedures concerned with training. A training policy should disclose the following:
    - i. The results expected.

- ii. The type of training needed.
  - iii. The time and place of training.
  - iv. The training priorities.
  - v. Remuneration to be paid to employees on training.
  - vi. The outside agencies to be associated with training.
4. **Designing training programme:** experts believe that training design should focus on the following aspects.
- i. **Instructional objectives:** the instructional objective describes the skill or knowledge to be achieved or the attitude to be changed. A clear state of instructional objectives will provide a sound basis for choosing methods and materials and for selecting the means for assessing whether the instruction will be successful.
  - ii. **Trainee readiness and motivation:** trainee readiness refers to the maturity and experience of trainees. They should have the background knowledge and skills to absorb whatever facts have presented before them. For optimum learning the trainees must recognise the need for new knowledge and skills and they must maintain a desire to learn as training progresses.
  - iii. **Principles of learning:** the following are the important principles.
    - **Setting of objective:** when trainers explain the goals and objectives of the training to trainees or the trainees are encouraged to set their goal, it will motivate them to learn.
    - **Meaningful presentation.**
    - **Modelling:** modelling can be of variety of forms. Real life demonstration, videotapes, pictures etc.
    - **Individual difference.**
    - **Active practice:** the individual who is being taught how to operate machine should have an opportunity to practice it.

- Part learning: it is better to breakdown it segments for easy learning.
  - Distributed learning: the effectiveness of the training is determined as per the time allotted for each session.
  - Feedback: it will be useful to now to what extent the training is effective for learning.
- iv. Characteristics of trainers: the success of any training effort will depend upon a large part on the characteristics of trainer and his teaching skills.

### **5. Fixing the responsibility of training;**

The whole organisation is involved to conduct training programme as stated below.

1. The top management frames the basic training policy and approves the training plan programmes and budgets.
2. Instructional programmes are planned and evaluated by personnel department.
3. The various development plans are implemented by line supervisors.
4. The participants are required to provide feedback, revision and suggestions for improvement of programmes.

6 . **Selection of trainees:** various types of training should be designed according to the type of persons trained.

### **PREPARATION OF TRAINING**

Preparation of training consists of two stages.

- a. **Preparation of the trainer:** The success of a training programme depends to a great extent upon the instructors or resources person's capability and experience in handling training sessions. Before he actually start the training programme he should have an idea about his trainees. On the basis he should make proper lesson planning consisting the details such as what is to be taught and by which method.



- b. **Preparation of trainees:** training must recognise individual difference in abilities, interest, learning speed and other significant personnel characteristics.

### **SELECTION OF TRAINING METHOD**

Suitable training method be ascertained with the advice of personnel manager and top executive.

Designing the training courses: it include the following aspects.

- a) Deciding the contents of training.
- b) Designing the support materials for training like study notes, case studies, pamphlets, charts etc.
- c) Preparation of budgets for alternative training package.

### **Rules For Conducting Training**

The following rules should be observed while imparting training.

- a) Time table: Trainers must prepare a time table of the training.
  - b) Personal attention: Trainee should be personally cared.
  - c) Work: work should be clearly defined.
  - d) Timing: work should be clearly and slowly taught.
  - e) Employment: workers should be allowed to work.
- Presentation: The trainer tells, demonstrates and illustrates in order to provide the new knowledge and operations. Audio visual aids can also be used to demonstrate and illustrate. The trainee should be asked to repeat the operations.
  - Examination of the performance: The trainee should repeat the work till he becomes competitive to perform the job without assistance.
  - Follow up: The feedback generated through follow up will help to reveal the errors or mistakes done. It will also help in designing future training programmes.

## **ROLE, RESPONSIBILITIES AND CHALLENGES TO TRAINING MANAGERS AND EMPLOYEES**

Effective management is required to become training successful. Training manager must plan ,organise, staff, direct and control with the context of training. The training management provides the means for the solutions of the problems for the proper use of resources, to deal with the changing conditions and for making an organisation as successful. His main task is to establish and maintain an environment that will develop people and facilitate cooperative effective and efficient efforts in pursuit of organisational goals. Training managers face a number of challenges today. They are:

1. Selling training to top management.
2. To identify the training needs and establish priorities.
3. To establish training objectives.
4. To determine required training facilities, personal, equipment and materials.
5. To select efficient instructional strategies.
6. To individualise training.
7. Selling training to training.
8. Selling training to trainee's immediate boss.
9. To utilise training.
- 10.To determine the value of training.

### **SKILLS OF TRAINING MANAGER**

1. Technical skill: the technical skill means an understanding of and proficiency in a specific activity, particularly one that comprises methods, processes, procedures or techniques.
2. Human skill: a training manager should work closely with his subordinates, his upper classes, his superiors, with staff personnel. He should be an able communicator and an effective leader.

3. Conceptual skill: it involves the ability of the manager to coordinate and integrate all the activities interests and perception of the individuals and groups that make up an organisation. the conceptual skills help them to take hundreds of decisions daily. These three managements skills are important at every level of management to every training manager.

Misinterpretation of the role of training manager: The role of training managers are most often misinterpreted. The following are some of the common misintrpreted considerations of training manager related with their functions.

1. Writing prgrammes.
2. Act as job analyst.
3. Organisation's soldier.
4. Acts as consultant.
5. As a expert.
6. The executive developer.

## **CHAPTER-3**

### **LESSON PLANNING**

A lesson plan is a plan of action. Lesson plan involves defining the objectives, selecting and arranging the subject matter and determining the method and the procedure. The following are its specific needs.

1. To give a definite direction to the instructor for each day's work.
2. To make the trainer thorough with the content and enable him to develop confidence.
3. To specify well defined objectives to be realised in the course of the lesson.
4. To prevent waste of time due to lack of pre planning.
5. To decide upon suitable learning experiences and use of instructional materials.
6. To decide upon procedures for gathering feedback and for providing reinforcement.
7. To anticipate probable difficulties and plan remedial measures.
8. To plan evaluation procedures both formative and summative.

#### **CREATION OF LESSON PLAN**

The following steps will provide guidance as for the preparation of the lesson plan.

1. Prioritize the content of the lesson.
2. Limit the amount of information to a manageable amount.
3. Arrange the content into logical order.
4. Select resources.
5. Select the technique.
6. Estimate the time needed for each segment.

Creating a lesson plan form: Names of the training program and the session title at the top of the page should be included in the form. The objectives and the visual aids needed for training also to be indicated.

Lesson plan for training course: the following are the steps required to write a lesson plan:

1. Write the objectives for the lesson.
2. Based on the objectives list the content areas in the order.
3. Indicate how much time should be used for each content area of the lesson.
4. State the training methods to be used.

#### **BENEFITS OF LESSON PLANS**

1. Lesson plan help the trainer prepare in advance.
2. Lesson plan remind the trainer of key points to make during the session.
3. Lesson plan provide the trainer with a written record of the lesson which can be critiqued.
4. Lesson plans provide materials for future use by other trainers.

## **CHAPTER-4**

### **TRAINING CLIMATE AND PEDAGOGY**

Training is one of the complex activities of human resource management. Organisation climate is relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour and can be described in terms of the values of a particular set of characteristics of the organisation. The organisation should have a systematic training programme for the growth and development of employees.

#### **FACTORS AFFECTING TRAINING CLIMATE**

1. Top to bottom effort.
2. Motivator role of manager and supervisor.
3. Faith upon employees.
4. Free expression of feelings.
5. Feedback.
6. Helpful nature of employees.
7. Supportive personnel management.
8. Encouraging and risk taking experimentation.
9. Discouraging stereotypes and favouritism.
10. Team spirit.

#### **COMPONENTS OF HRD CLIMATE**

The organisational climate consists of the following.

1. Organisational structure.
2. Organisational culture.
3. HR processes.

#### **IMPORTANCE OF ORGANISATIONAL CLIMATE.**

1. It gives HR professionals time to anticipate opportunities in HR area and time to plan optional responses to these opportunities.
2. It helps HR professionals to develop an early warning system to prevent threats emerging out from HR scenario.

3. It forms a basis of aligning the organisation strength to the changes in the environment.
4. It enables the entry of the latest national/international HR developments.

### **MEASURING HRD CLIMATE**

1. Economic condition.
2. Leadership style.
3. Managerial assumption about human nature.
4. Managerial values and ethos.
5. Organisation size.

## **CHAPTER-5**

# **PEDAGOGY**

Pedagogy is the art or profession of teaching and preparatory training or instruction. The word comes from the Greek paidagogos literally mean “ to lead the child” . training is an important aspect of pedagogy. There are two notions involved in pedagogy as given below.

1. **Pedagogy As A Process:** processes are made up of various related tasks and activities.

- I. Establish rapport: this require establishing trust, develop shared overall purposes and distribution of responsibilities as a basis for ongoing negotiation of control, affection and inclusion.
- II. Choose a learning focus: learning is done to achieve an agreed specific purpose.
- III. Check on prior learning: experience provides a basis for future learning and for independent checking thinking against reality.
- IV. Design learning task and make provision: this involves specifying activities and schedules and means of knowing about progress and achievement.
- V. Undertake learning task: learners are supposed to act and acquire, process and present information. It is also necessary to monitor progress with the task and activities.
- VI. Check on learning: it helps to assess knowledge and skills acquired and finally effectiveness of learning process used.
- VII. Exploe transference of learning.

2. **Pedagogy As A System:**

Developing training modules

Training modules are the heart and soul of a structure on the job training program. The training modules have several purposes:



- I. To serve as a guide for the trainer.
- II. To serve as a guide and later reference for trainees.
- III. To document procedures and best practices.
- IV. To provide ready made check lists for performance evaluation.
- V. To shorten the time to competency.
- VI. To standardize task accomplishment.
- VII. To represent employee input and ownership.
- VIII. To provide content for e-learning applications.

Ideally the team should consist of ,

- a) The employees who are subject matter experts.
- b) The workers who are knowledgeable in the job but not experts yet.
- c) Trainees or newcomers who do not know the job.

### **INSTRUCTIONAL AIDS**

All learning is through senses. The more senses are brought into use the more effective is the learning. Trainers should use training aids to supplement their training rather than to replace all or part of it.

### **CLASSIFICATION OF INSTRUCTIONAL AIDS.**

Instructional aids can be broadly classified into two types:

- a) Projective aids.
  1. Motion picture.
  2. Videos
  3. Colour slides.
  4. Overhead projector transparencies.
  5. Computer pallet.
- b) Non projective aids.
  1. Chalkboard.
  2. Whiteboard.
  3. Charts and diagrams.
  4. Models.

5. Exhibits.
6. Handouts.
7. Tape recorder.

The following factors are considered in the selection of right training aids.

- Practicability.
- Attractiveness and interest.
- Suitability.
- Complexity.
- Clarity.
- Portability.
- Serviceability.
- Availability.
- Location.
- Time factor.

## **HANDOUTS**

Handouts are specially prepared sheets and notes. They are used as reference purposes during the session or course. Handout should be brief and sharp containing only essential details. Handout are used for the following purposes:

1. They carry the stamp of authority.
2. They provide a record of important information.
3. They provide data to reflect the presentation.
4. They can be studied at the reader's own pace.
5. They convey with certainty the same data to a number of people.
6. They appeal to sense of sight.

## **OVERHEAD TRANSPARENCES**

All material for use on an overhead projector needs to be reproduced on to transparencies using either special pens or printers with either non-permanent or permanent ink.

## **DESIGN OF OVERHEAD TRANSPARENCIES.**

The following points are noted while designing overhead transparencies.

1. Keep them simple.
2. Include only essentials.
3. Make sure lettering is of sufficient height.
4. Use colours on colourless film.
5. Illustrations can be useful.

## **COMPUTER PALLET**

The computer pallet is a device that replaces the computer screen. It is placed on the top of an overhead projector allowing the instructor to project material that has been prepared and stored on a computer disk.

## **COLOUR SLIDES**

The following points need to be considered when using slides.

1. Select slides that are relevant.
2. Plan your presentation.
3. Include an introduction and conclusion.
4. Do not prolong the presentation.
5. Ensure the equipment is sound and well set up before the presentation.

## CHAPTER-6

### TRAINING METHODS AND TECHNIQUES

The success of any training program depends upon operational commitments, policies and directives from higher authorities. The following factors are considered while selecting a suitable method.

1. Skill required.
2. Qualification of candidates.
3. Cost of training.
4. Period of time available.
5. Depth of knowledge required.
6. Purpose of training.
7. Back ground of training.
8. Nature and size of the group to be trained.
9. Nature of the job.
10. Type of employees.

The following techniques or methods are employed for training.

1. ***On the job training***- OJT: Under this method one person helps another to learn the trade and that person's experience is passed on to others. The trainee learns by observing and actually doing the job. Hence called learning by doing. OJT is a continual process. The following are the important on the job training methods.

- a) *Coaching.*
- b) *Under study.*
- c) *Job or position rotation.*

#### ***MERITS OF THE ON THE JOB TRAINING.***

1. This method is economical.
2. The trainee applies rules, regulations and procedure while doing work.
3. Short period is enough for learning.
4. It can be used for unskilled and semi-skilled jobs.

5. This is the most widely used method for teaching knowledge and skills which can be acquired through personal observation.
6. The trainee learns on the actual machine and in the real work environment.

### ***DEMERITS***

1. The employee is trained at the work place. He is not able to concentrate and learn due to noises and interruptions.
2. It is an unorganised and haphazard method.
3. There is a chance of making damage to the valuable machines and equipments.

### ***2. OFF THE JOB TRAINING***

This type of training is conducted by the organisation with in the premises or by external agencies. Off the job training includes methods like :

- 1) Special courses: special courses are conducted by an organisation with the help of experts.
- 2) Conferences: the conference training method is a good problem-solving approach.
- 3) Case study: a case study is a description of a real or imagined situation which contains information that trainees can use to analyse what has occurred and why. The trainees recommend solutions based on the content provided.
- 4) Seminars: seminars often combine several group methods, lectures, discussions, conferences, demonstrations.
- 5) Role-playing: the trainees assume roles and act out situations connected to the learning concepts. It is good for customer services and sales training.
- 6) Sensitivity training:
- 7) Lectures:
- 8) Demonstration:

- 9) Audio visuals:
  - 10) Simulation:
  - 11) Laboratory training:
  - 12) Projects:
3. *VESTIBULE TRAINING*: It is adopted when large numbers of person are to be trained within a short span of time. A special area or a room is set side from the main production area. The trainee is permitted to learn and work at this place.
  4. *APPRENTICE TRAINING*: the selected persons work under the experienced worker or supervisors who give guidance and help while doing the jobs.
  5. *CLASS ROOM TRAINING*:
  6. *LEARNER TRAINING*: learners are those persons who are selected for semi skilled job and they lack even the basic knowledge of industrial engineering.
  7. *INTERNSHIP TRAINING*: It is a joint programme of training conducted by educational institutions and business firm.
  8. *PROGRAMMED INSTRUCTION*: It is mainly related to knowledge acquisition. It clearly incorporates the principles of learning. It consists of three parts.
    - I. Presenting questions, facts or problems to the learners.
    - II. Allowing the person to respond.
    - III. Providing feedback on the accuracy of answers.Its main advantage is that it reduces training time.
  9. *COMPUTER BASED TRAINING (CBT)*: The concept behind CBT is that it allows individuals to participate in training when and where it is needed.

## **TYPES OF TRAINING**

The following are the important types of training.

**1. ORIENTATION TRAINING:** This type of training is provided to new entrants or employees. A new employee is to be introduced in the organisation. All those are achieved through an orientation or induction programme. An employee obtains the following information through orientation training.

- a. History of the organisation.
- b. Products of the company.
- c. Company's organisation structure.
- d. Location of various departments.
- e. Personnel policies and programmes.
- f. Employees activities.
- g. Rules and regulations.
- h. Standing orders.
- i. Grievances procedure.
- j. Safety measures.

**2. JOB TRAINING:** This type of training is provided to increase the knowledge and skills of employee for improving the performance on the job. The workers are able to handle machines, equipments and materials safely and correctly through this type of training.

**3. CRAFT TRAINING:**

**4. SAFETY TRAINING:** This type of training is provided to minimise accidents and damage to machinery.

**5. PROMOTIONAL TRAINING:**

**6. REFRESHER TRAINING:** It is designed to revive and refresh knowledge and to update the skills of existing employees.

**7. REMEDIAL TRAINING:** This type of training is arranged to overcome the shortcoming in the behaviour and performance of employees.

**8. TECHNICAL TRAINING:** Generally the training process consists of five steps. Needs analysis, instructional design, validation implementation and evaluation.

## CHAPTER-7

### TOTAL QUALITY MANAGEMENT

Total Quality management has been defined in several ways. It can be defined as a cooperative form of doing business that relies on the talents and capabilities of both labour and management to continually improve the quality and productivity. The elements of TQM are.

- 1.) **CONTINUOUS IMPROVEMENT:** TQM aims at satisfying the customer's requirements which never remains constant but keeps on changing with the change in time, environments, circumstances, need, fashion etc. the change in customer's requirements may be in terms of desire for better quality or product or services.
- 2.) **EMPLOYEE'S INVOLVEMENT:** TQM requires a continuous improvement of quality of the products. The enhancement of skills of employees improves their quality of work and helps to reduce the cost of production.
- 3.) **QUALITY CIRCLE:** A quality circle is a small group of employees doing similar or related work who meet regularly to identify, analyze and solve product- quality problems and to improve general operations.
- 4.) **BENCHMARKING:** Benchmarking is the practice of identifying, studying and building upon the best practices in the industry or in the world.
- 5.) **JUST IN TERM TECHNIQUE:** It is defined as a philosophy that focuses attention on eliminating waste by purchasing or manufacturing just enough of the right items just in time. The purpose of JIT is to produce in such a way that there is minimum work in process and minimum stock of furnished goods in inventories.
- 6.) **TRAINING FOR TQM:** It incorporates the concepts of product quality, process control, quality assurance and quality improvement. training can help companies to meet the quality challenge by teaching the employees statistical process



control and other quality related skills that they can use to build quality into product.

### **ATTITUDINAL TRAINING**

Attitudinal training is a necessary component of any employee training programme. Why Attitudinal training of employees is important can be understood only after understanding the meaning of the work attitude. With regard to employees training the attitude of employees towards work, organisation, colleagues, work environment and management has to be first understood. Wherever a particular attitude comes in the way of healthy development of the mind and fosters negative thinking it has to be removed. Therefore the aim of Attitudinal training is to question the underlying values and belief systems, which determine behaviours and removing from mind those beliefs and assumptions which are contrary to healthy thinking. Attitudinal training is intended to identify and sensitize of trainees on attitudinal issues and to develop training strategies and the skill to do their work efficiently and effectively. The training programme is intended to promote attitudinal change in.

1. Punctuality.
2. Spirit of cooperation.
3. Ability to take constructive criticism.

*An attitudinal training programme should consider the following aspects.*

1. The structure and content of attitudinal training programmes.
2. Individual attention: The training programme is planned in such a way that each participant is able to focus on his or her respective strengths and weaknesses. Trainers should document the participant's on going reports on each participant.
3. Trusting relationships: The training program is to be planned for promoting a relationship of trust between trainers and participants. This type of relationship will facilitate a level of communication between staff and trainees that eventually will bring about change in personal attitudes.

### ***ADVANTAGES OF ATTITUDINAL TRAINING***

Attitudinal training provides a lot of benefits both to the employer and employees. The important among them are the following.

1. Training at the entry level.
2. Job experience.
3. Develops right attitudes and confidence.
4. Develops good relationship and trust.
5. Powerful traits.

### ***LIMITATIONS OF ATTITUDINAL TRAINING***

1. Attitudinal training is not the most effective or appropriate response of behavioural change.
2. Behavior change based on attitude shifts is a complex, long term process.
3. Even successful attitudinal training deals with only one of the many determinants of leadership diversity.
4. Employees attitudes outside work are not part of that relationship.

### **TRAINING FOR PRODUCTIVITY**

To be successful in the current rapidly changing world the business organisations need to maximise the productivity of all resources that is physical, financial, information and human. Training can build teamwork, unity and support. It also educates employees on new techniques or increased communication. To be competitive and profitable an organisation needs to:

1. Improve the calibre of potential employees.
2. Increase the productivity of existing employees.
3. Reduce the costs of poor hiring decisions and turnover.

The productivity training programme should have certain objectives.

1. To increase productivity in all fields of human endeavour.
2. To stimulate and promote productivity consciousness in the minds of the people.

3. To encourage and assist in implementation programmes relating to the objective of increasing productivity.
4. To seek and to promote the establishment of cordial relationship between employers and employees.
5. To provide advisory services for industries to facilitate introduction of productivity techniques.

### **TRAINING METHODS FOR PRODUCTIVITY**

1. On the job training: the main feature of on the job training is to increase productivity of the employees to work while performing their duties.
2. Time management training: time management training can increase employee morale, increase productivity and decrease turnover. Time management training teaches the employees to learn how to plan, set priorities, avoids procrastination and become more organised.
3. Team training: proper training is critical to developing and supporting effective work teams.
4. Management change training: poorly managed change can account for a huge amount of lost productivity.

### **TRAINING FOR CREATIVITY**

Creativity training is an integral element in the process of production. Creativity can be defined as the mental phenomena skills and tools capable of originating, innovation, inspiration or insight. Training will provide the managers with skills that will allow them to understand and apply the process of creativity and innovation. The training programme for enhancement of creativity should aim at.

1. To understand their personal role in creativity and innovation.
2. To understand key elements of the environment relating to creativity and innovation.
3. To learn and use a range of powerful techniques for creative problem solving.
4. To solve some of the participants problems.
5. To be more effective participants and leaders in group decision making.

## **TRAINING FOR PROBLEM SOLVING**

Problem solving is the process of taking corrective action in order to meet objectives, some of the more effective decisions involve creativity. To get better ideas the management follows the steps in the problem solving process. The steps are build on a logical analysis. The problem solving which can be applied to many situations involves the following steps.

1. The first step is to define the problem.
2. The next step is to look for the root causes of the problem.
3. Once the likely cause of the problem have been found one should identify a variety of potential solutions and select the best out of it to implement.
4. The final step in the problem solving sequence is to evaluate the effectiveness of the solution.

A training programme should help the participants in the following:

1. To focus on the true problem.
2. To establish accurate goals for problem solving.
3. To prioritize problems and decide which problems should get attention.
4. To generate ideas quickly.
5. To break through barriers and mental blocks.
6. To find viable solutions.
7. To sort through lots of ideas.
8. To evaluate alternative courses of action.
9. To make good decisions so all team members are satisfied.
10. To consider both risk and benefits in a choice.
11. To analyse what needs to be accomplished.
12. To ensure acceptance of the solution.
13. To develop and use action plans.

## **TRAINING FOR LEADERSHIP**

Leadership qualities and leadership skills can be developed with leadership training. Leadership skills are needed at every level of the organisation. Consistent

training and approach from executive level through managers and supervisors will help all in the organisation to develop their leadership skills.

### **OBJECTIVES**

1. Create a reliable robust and attractive vision of future so that people will respect and believe in a leader.
2. Communicate his vision and see the benefits as people work to the best of their abilities to complete the projects he initiate successfully.
3. Grow his self confidence becoming a calm and self confident leader and one who inspires confidence in others.
4. Build a reputation for expertise and track record of achievement that teams members and his peers will come to respect value and trust.
5. Make good decisions under pressure with the confidence that he has done the homework needed for these decisions to be right.
6. Build a strong flexible and highly effective team expanding his ability to deliever many times over.
7. Learn to build the empathic mutually trusting relationships needed for maximum team performances.
8. Enjoy mutually rewarding co-operative working relationships with team members abd peers.
9. Keep people on target and performing well together in a “firm but fair way” that gets the job done while respecting the rights of team members.
10. Learn to inspire and motivate team members so that they will contribute their maximum.
11. Become a truly inspirational leader and enjoy the perks that come with this.

### **BENEFITS**

1. Motivate employees for heigher levels of productivity.
2. Inspire employee trust respect and loyalty.
3. Acquire presentation skills to influence and persuade.
4. Manage conflict constructively.

5. Help people to think in new and innovative ways.
6. Manage performance using the most current updated tools and systems.
7. Develop win-win agreements with internal and external customers.
8. Manage differences including but not limited to gender, age. Ethnicity. Education, personality, experience and values.

A training programme for leadership should be designed in such a way that it will help to develop the following;

1. developing leadership skills.
2. Corporate team building.
3. Presentation skills.
4. Coaching.
5. Change management.
6. Creativity.
7. Performance management.
8. Communication skills.
9. Influencing skills.
10. Think on your feet.
11. Negotiation skills.
12. Conflict resolution.

### **TRAINING FOR TRAINERS**

The trainer who is enthusiastic, energetic and genuinely interested in both the subject and getting his message across will evoke the greatest response from the trainees. A measure of the success of training is the relationship that develops between trainer and trainees. An instructor should act in different role while giving training. He should act as lecturer, administrator, facilitator, expert and feedback provider. For this purpose he should have given a formal training which includes three-fold courses namely training principle and practice, techniques of classroom behaviour, and observation and practice in the classroom. In order to stay ahead in fast changing business situations investing in the development of competent internal training resources is highly essential.

## **CHAPTER-8**

### **MANAGEMENT DEVELOPMENT**

Management development is the overall concepts that describes the many ways in which organizations help employees develop their personal and organizational skills, either as managers in a management job or with an eventual management job in mind. However, most management development does not involve outside classes or professional trainers. It involves the employee's daily work, skill stretching assignments, leadership roles played, mentoring by a manager, cross-training, and other development on-the-job.

Building the skills of managers through management development options is critical to the effective functioning of your organization. This is because of the power of a manager to impact the organization through his or her oversight of the work of other employees. Especially middle managers are expected to communicate the company direction, goals, and vision to their reporting employees. Only comfortable business communicators are likely to perform their needed communication tasks effectively. Yet senior company leaders depend on their communication because they can't easily communicate with every employee themselves. It is not surprising that the managers in your workplace are the single most important factor in employee engagement, employee motivation, and building a productive workplace. Managers are the key to employee retention and the main reason employees cite when they leave their current employer. So, the need for management development is significant and can provide a significant payback.

#### ***Importance***

- 1. Limited number of trained managers.*
- 2. Complex nature of management jobs.*
- 3. Social and technological changes.*
- 4. Social responsibility of management.*
- 5. Never ending process.*

## **OBJECTIVES**

1. To impart basic knowledge and skills to new employees.
2. To provide recent information, latest concepts techniques, and developments to the existing personnel.
3. To keep a list of trained personnel who are capable of managing the work force.
4. To stimulate creative thinking among employees.
5. To understand the problems of human relations and improve the human relations skill.
6. To acquaint with latest management system instead of traditional system.
7. Customer's delight is the main aim of every firm today. So customer education should be imparted to managerial personnel.

## **Management Development Content**

These are the areas of content that management development training, either internal or external, should contain for your organization to function effectively. Your managers will benefit as will their reporting staff members and the organization as a whole.

- **Powerful Management Training**

In addition to skill development, management development is also an opportunity to teach your organization culture. The norms, rules, and expectations in your workplace are uniquely yours. Even experienced managers will benefit from training reminders in the expectations of your workplace culture and policies.

The focus of all aspects of management development is to enable managers to more effectively accomplish their job as managers.



## CHAPTER-9

### METHODS OF MANAGEMENT DEVELOPMENT

#### On the Job Training

1. Employees appreciate the chance to develop knowledge and skills without ever leaving work. And, you can customize the on-the-job training employees receive to your workplace needs, norms, and culture. Internal job training and employee development bring a special plus. Unlike external job training, examples, terminology, and opportunities can reflect the culture, environment, and needs of your workplace. Powerful on-the-job training for employees can be of significant advantage as an organization and service or product provider. On job method: it is most suitable when the aim is to improve on the job behavior of executives. The success of these techniques depends upon the ability and teaching skills of immediate supervisor. The following methods are adopted for on job training.

- **Mentoring**

A mentoring relationship is a win-win for all parties: the employee who seeks a mentor, the mentor, and organizations that employ the mentoring pair. Mentoring is also a powerful form of job training and can contribute experience, skills, and wisdom to a mentored employee to increase and expand employee development.

- **Periodic In-House Training From Internal or External Resources**

Employee development, offered in brief sessions, internally, on a regular basis, allows you to do job training with a consultant or internal provider who knows your goals, language, culture, and workplace norms. These job training sessions also build the team and help employees develop conversations about improvement, growth, and change.

- **Promotion**

A promotion is a powerful form of job training. A promotion forces an employee to grow - or sink. With appropriate mentoring and coaching, a promotion is a positive form of employee development. For job training, a promotion is stretching and fulfilling.

- **Transfer**

A transfer is an approach to employee development that also helps employees create a career path. A transfer provides experience in other areas of an employee's current department or in a new department within the business. This job training widens the employee's horizons and enables the employee to gain wider and broader experience within the business. A transfer provides effective job training.

- **Lateral Move**

In a lateral move, an employee moves to an equivalent role in an organization for job training and career development. Though the new role usually provides a similar salary range and a job title at the same level, lateral moves are critical for employee development. In a lateral move, the employee's job responsibilities change thus affording the employee job training and new opportunities.

- **Coaching**

Executives, managers, and others interested in career growth and employee development increasingly turn to a business coach, either internal or external, for a personally tailored development process for themselves or reporting employees. Coaching from a boss or other interested manager is always useful job training. Coaching is also a different delivery system for training, since training, especially with long term managers and people who are further along in their careers, is not working. The coach works with the manager to tailor the job training program in skill areas that need an impact.

- **Job rotation**

It is a technique used by employers that would use this method on their employees to rotate their assigned jobs throughout their employment. Employers practice this technique for a number of reasons. It was designed to promote flexibility within an employee and to keep employees interested into staying with the company/organization they are employed with. job rotations help relieve the stress of employees who work in a job that requires manual labor

- Understudy : an understudy is a type of training given to a person on the assumption that he will undertake the full responsibility of the position currently held by his superior at a future time.
- Experience: as per this method the executive acquire knowledge and skill through experience.
- Multiple Management: this technique was developed by Charles. P McCormick of McCormick Corporation of Batimore.USA. a junior Board of executives is constituted. This committee discuss the actual problems and different alternative solutions are recommended.
- Committee assignment: A permanent committee of trainee executives were constituted. They discuss problems in committee meetings. They are able to learn inter personal skills.
- Project assignment: A task force consists of a number of trainee executives works on a project. They study the problem and find appropriate solution.
- Selective reading: A manager or executive can keep in touch with the latest development research findings theories and techniques in management by reading selected professional books, journal etc.
- Case study: They are analyse the problem suggest the alternative course of action and select the most appropriate solution.
- Brain storming: A problem is presented and ideas are invited from trainees. It is a method for developing creative solution to problems.

### **OFF THE JOB TECHNIQUES**

Executive can be trained by using off the job techniques. It consist of

1. Conference: It is a formal meeting of several people convened to discuss a subject of common interest. It helps the members to develop their ability to modify their attitudes.
2. Lectures: It is a simple way of imparting knowledge to a large number of persons within a short span of time.

3. Group discussion: One trainee presents a paper on a specific topic. A discussion is conducted in the concerned topic. The chairman of the conference summarises the contents of the papers and the discussions.
4. Simulation: Trainees are provided specific situations of varying complexities which they encounter in real life.
5. Role playing: The technique is used for human relation and leadership training. A conflict situation is created and two or more trainees are assigned different parts to play. It helps to bring about desired changes in attitudes and behavior.
6. In basket: The trainee is provided a tray of papers related to his functional area. The suggestions and recommendations of all trainees are compared and final conclusion is derived..
7. Management games: These games are intended to teach trainees how to take managerial decision in an integrated manner.
8. Special courses: The executives are required to attend special courses formally organized by the enterprise with the help of experts from educational institutions.
9. Sensitivity training ( T- group training and laboratory training): This type of training was developed by Kurt Lewin. A group of 10 to 15 persons are brought together and they discuss themselves. Here the individual is allowed to expose their behavior and develop self-awareness. A face to face interaction and confrontation is going on in this training programme.