

**Chapter Highlights**

What is Training, Training and Development, Training and Education, Training and Learning, Theories of Learning, Principles of Learning, Importance of Training, Significance of Training, Determining Training Needs, Training Methods, On-the-Job Training Methods, Off-the-Job Training Methods, Management Development Programs, On-the-job Methods, Off-the-Job Methods, The Need for Management Development, Questions to Answer, Indicate True or False.

**9.1 What is Training?**

An organization needs to have efficient and effective people to perform the activities that they have to do. If the job occupants can meet this requirement, training is not essential. If the case is different, it is necessary to raise the skill levels and increase the versatility and adaptability of employees.

As jobs have become more complex, the importance of employee training has increased. When jobs were simple, easy to learn, and influenced insignificantly by technological changes, there was little need for employees to upgrade or alter their skills. But the rapid changes taking place during the last quarter-century have created increased pressures for organizations to readapt the products and services produced, the types of jobs required, and the types of skills necessary to complete these jobs.

The complexity of jobs increase the need for training. The advancement in technology, wide use of computerisation and related sophistication have increased the need for training by manifold. The learning of skills and increase in the level of understanding of the employees have become imperative. Training widens job related knowledge of the employee. He becomes more sharp and updates his knowledge through training. Training provides necessary instructions for performing the current job efficiently. Thus Flippo rightly defined training as, "the act of increasing the knowledge and skill of an employee for doing a particular job." Training differs from education and development.

**9.2 Training and Development**

Training involves the change of skills, knowledge, attitudes, or behavior of employees. Although training is similar to development in the methods used to affect learning, they differ in time frames. Training is more present-day oriented, its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. Training is job specific and is designed to make employees more effective in their current job. Employee development, on the other hand, generally focuses on future jobs in the organization.

*Training is the act of increasing the skill of an employee for doing a particular job.*

*The advancement in technology, wide use of computerisation and related sophistication have increased the need for training by manifold.*

*Development focuses on future jobs in the organization while training is present day oriented and job specific.*

### 9.3 Training and Education

Training differs from education. Training is concerned with increase in knowledge, skill and abilities of the employees in doing a particular job. It has a narrow aim limited to increase in knowledge and skill related to a job. Education, on the other hand, broadens the mental faculties and horizon of knowledge. It is concerned with enhancing general knowledge and motivating one to understand the total environment. It is imparted in schools, colleges and universities. Training is vocation orientated and is given at the factory or at the work place. The difference between training and education is minimized when in certain cases both are imparted at the same time.

*Training is job related but education broadens the horizon of general knowledge*

### 9.4 Training and Learning

Training is often understood as a learning experience. So, if we are to understand what training can do to improve an employee's job performance, we should begin by explaining how people learn.

*Training is often understood as a learning experience.*

### 9.5 Theories of Learning

Learning brings relatively permanent change as a result of experience. This can take place through direct experience—by doing—or indirectly, through observation. Regardless of the means by which learning takes place, we cannot measure learning per se. We can only measure the changes in attitudes and behavior that occur as a result of learning. Then we will emphasize how we learn rather than what we learn.

*We cannot measure learning per se. We can only measure the changes in attitudes and behavior that occur as a result of learning.*

Two major theories dominated learning research over the years.

1. One position is the *cognitive view*. Its proponents argue that an individual's purposes or intentions direct his or her actions.
2. The other position is the *environmental perspective*, whose proponents believe that the individual is acted upon and his or her behavior is a function of its external consequences.
3. More recently an approach has been offered that blends both of these theories—learning is a continuous interaction between the individual and the particular social environment in which he or she functions. This is called *social-learning theory*. This theory acknowledges that we can learn by observing what happens to other people and just by being told about something, as well as by direct experiences.

The influence of *models* is central to the social-learning view-point. Research indicates that much of what we have learned comes from watching models—peers, parents, teachers, actors and so on. Four processes have been found to determine the influence a model will have on an individual:

- a. **Attentional process** : We tend to be most influenced by models that are attractive, repeatedly available, that we think are important, or that we see as similar to us.
- b. **Retention process** : A model's influences will depend on how well the model's action is remembered even after the model is no longer readily available.
- c. **Reinforcement process** : Individuals will be motivated to exhibit the modelled behavior if rewards are provided. Behaviors that are reinforced will be given more attention, learned better, and performed more often.
- d. **Motor reproduction process** : After a person has learned a new behavior from model, the watching must be converted to doing. This process then demonstrates that the individual can perform the modelled activities.

Social-learning theory offers us insights into what a training exercise should include. Specifically, it tells us that training should provide an attractive model .

## 9.6 Principles of Learning

The above processes derived from social-learning theory are frequently presented in more specific terms as principles of learning. They are :

1. **Learning is enhanced when the learner is motivated** : When the desire to learn exists, the learner will exert a high level of effort. There appears to be valid evidence to support the adage, "You can take a horse to water, but you can't make him drink".
2. **Learning requires feedback** : Feedback, or knowledge of results, is necessary so that the learner can correct her / his mistakes. Only by getting information about how I am doing can I compare it against my goals and correct my deviations. And feedback is best when it is immediate rather than delayed.  
Feedback can provide intrinsic motivation. When individuals obtain information on their performance, the task becomes more intrinsically interesting and acts to motivate them.
3. **Reinforcement increases the likelihood that a learned behavior will be repeated** : The principle of reinforcement tells us that behaviors that are positively reinforced (rewarded) are encouraged and sustained. It is desirable to convey feedback to the learners when they are doing what is right to encourage them to keep doing it.

*A motivated learner will exert high level of effort.*

*Feedback, or knowledge of results, is necessary so that the learner can correct her / his mistakes.*

*Behaviors that are positively reinforced (rewarded) are encouraged and sustained.*

4. **Practice increases a learner's performance :** When learners actually practice what they have learned they gain confidence and are less likely to make errors or to forget what they have learned. Active involvement through practice, therefore, should be made part of the learning process.
5. **Learning begins rapidly, then plateaus :** Learning rates can be expressed as a curve that usually begins with a sharp rise, then increases at a decreasing rate until a plateau is reached. Learning is very fast at the beginning, but then plateaus as opportunities for improvement are reduced.
6. **Learning must be transferable to the job :** If much of the skill developed in the class room can not be transferred to the job, the organizations suffer. Therefore, training should be designed to foster transferability.

Transfer can be positive or negative. The ability to type on a manual typewriter will aid in learning to type on an electric one. This is a positive transfer, for it improves performance. But knowledge of engineering may impede learning accounting and may act as an illustration of negative transfer, which hampers performance. Management has to be concerned with maximising positive transfer and minimizing negative transfer in any training exercise.

*Learning is very fast at the beginning, but then plateaus*

*Management has to be concerned with maximising positive transfer and minimizing negative transfer in any training exercise.*

## 9.7 Importance of Training

Imparting of training to the employees has become very much important in modern times for better performance of the job. Here it can be said that the question of training does not arise but making choice of the method of training is important. The importance of training can be elaborated as under :

1. **Economy in operations :** Trained workers make better and economic use of materials and machines. Wastages are minimized. This helps in reducing per unit cost of production.
2. **Minimization of supervision :** The trained worker knows his job well. His work, therefore, requires less supervision. The supervisor can devote his time for more urgent work.
3. **Better performance :** Training improves quality of work. It also helps in increasing the productivity. So there is an increase in quality and quantity of output.
4. **Increase in morale :** One of the objectives of training is to change the attitude and outlook of the workers. A trained worker's morale increases because of the support and encouragement he gets from his superior at the workplace. His opinion is respected. This makes workers more loyal to the organization.

5. **Uniformity in performance** : Training provided to workers enables uniformity in works and standardisation of methods in performing the jobs.
6. **Effective control** : Supervisors can easily delegate their power to the trained personnels for the better managerial control.

### 9.8 Significance of Training

The giant organizations employ large number of human resources for performing various jobs. Some of them are newcomers. They need more knowledge and skill for better performance of jobs. They are, therefore, in need of proper training to contribute to the achievement of the organisational goals. There are some jobs that require little or no training but many of them need to be performed by adequately trained personnels. Now-a-days the fast going changes in technology has increased the need for training. The use of modern technology has created new jobs in the organisation which require training. Even the senior employees need training to perform on sophisticated equipments and machines used in the organisation.

*Now-a-days the fast going changes in technology has increased the need for training.*

The burden of providing training to the employees lies on the organisations. They have to arrange for training within the organisation or take help from external sources. Training has two fold advantages. It is beneficial to the employee for better performance of the job and also s/he gets a chance to move upward through promotion. It is beneficial to the organisation as well since the trained employees perform better and help in increasing the output. In fact trained personnels are an asset to the organisation.

*Training has two fold advantages.*

The organisations are now widely adopting automation, mechanisation and electronic data processing as an attempt to keep pace with the changing technology. The knowledge and skills of the employees are to be updated to meet the organisational needs. The employees are the human resources needing development in their competency. The special training programmes need to be designed for the selected employees showing creativity, potentials, talent and innovativeness. The immense benefits accrue to the organisation through such programmes. The employees trained through such programmes can be promoted to hold the challenging assignment.

*The knowledge and skills of the employees are to be updated to meet the organisational needs.*

### 9.9 Determining Training Needs

Managers can use four procedures to determine the training needs of individuals in their organization or unit:

1. **Performance appraisal** : Each employee's work is measured against the performance standards or objectives established for his or her job.

2. **Annalysis of job requirements :** The skills or knowledge specified in the appropriate job description are examined, and the employees without necessary skills or knowledge become candidates for a training program.
3. **Organizational analysis :** The effectiveness of the organization and its success in meeting its goals are analyzed to determine where differences exist. For example, members of a department with a high turnover rate or a low performance record might require additional training.
4. **Employee survey :** Managers as well as non-managers are asked to describe what problems they are experiencing in their work and what actions they believe are necessary to solve them.

### 9.10 Training Methods

Once the organization's training needs have been identified, the human resources manager must initiate the appropriate training effort. Managers have available a variety of training approaches. The most common of these are on-the-job training methods, including *job rotation*, in which the employee, over a period of time, works on a series of jobs, thereby learning a broad variety of skills; *internship*, in which job training is combined with related classroom instruction; and *apprenticeship*, in which the employee is trained under the guidance of a highly skilled co-worker.

Off-the-job training takes place outside the workplace but attempts to simulate actual working conditions. This type of training includes *vestibule* training, in which employees train on the actual equipment and in a realistic job setting but in a room different from the one in which they will be working. The object is to avoid the on-the-job pressures that might interfere with the learning process. In behaviorally experienced training, activities such as *simulation exercises*, *business games*, and *problem-centered cases* are employed so that the trainee can learn the behavior appropriate for the job through role playing. Off-the-job training may focus on the *class room*, with *seminars*, *lectures*, and *films*, or it may involve *computer-assisted instruction (CAI)*, which can both reduce the time needed for training and provide more help for individual trainees.

#### □ On-the-Job Training Methods

A comprehensive on-the-job training programme may contain multiple methods. The training is imparted on the job and the employee gets training under the same environment where he has to work. This system is very cost effective and popular. The following methods of training fall under this category.

1. **Coaching** : This method involves teaching by a superior about the knowledge and skills of a job to the junior or subordinate. The superior points out the mistakes committed by the trainee and makes suggestions wherever and whenever necessary.
2. **Understudy method** : This method involves a superior providing training to his subordinate as his understudy. The chosen trainee subordinate is most likely to be promoted to the higher post after the retirement or promotion of his superior under whom he is receiving training. The trainee is the boss under making. It is a kind of mentoring to help the employee to learn the skills of superior position.
3. **Position rotation or job rotation** : This method involves movement of employees to different jobs to gain knowledge and functioning of various jobs within the organisation. The incumbent thus realises the problem and working of the job and develops respect for the fellow employees. Banks and insurance companies among service sector also follow this approach. This method is also known as cross training.
4. **Job instruction training (JIT)** : In this method a supervisor explains the knowledge, skills and the method of doing the job to the trainee employee. The supervisor then asks the trainee to do the job himself. The supervisor provides the feedback. This is an effective method of training for the operative staff in the industrial establishment.
5. **Committee assignment** : In this method a committee consisting of a group of employees are given a problem and are invited to give solution. The employees solve the problem and submit the solution. The objective of this method is to develop a teamwork among the employees.
6. **Apprenticeship training** : This type of training is essential for filling up positions requiring technical skills. The trainees are known as apprentices. The object is to improve them to perform efficiently the assigned job. The period of training ranges from one year to four years. The technical knowledge is given to the trainees in various trades. If there exists a vacancy in the unit the trainee is absorbed. During the training period a stipend is paid to the trainee.
7. **Special meetings of the staff** : Special meetings of the staff of the department are held periodically to discuss the problems faced by the employees at work and suggestions are invited to improve performance of the job. These meetings are conducted by taking a retreat from the work for a shortwhile. Here employees and supervisors provide feedback.

### □ Off-the-Job Training Methods

Under this system of training a trainee is taken off from the job and separated from his work situation so that he can fully concentrate on learning and acquiring the knowledge and skills related to the performance of job in a free environment. He is allowed to express freely. The following are some of the training methods under off-the-job category.

1. **Vestibule training** : Under this method, training is provided in a classroom where the actual working situation is created. The tools and equipments, files and other related materials are used in imparting knowledge and skills related to the job by actually performing it at the vestibule school. This system of training is mostly suitable for the staff of clerical and semiskilled grades. The theory and practical knowledge related with the job performance is taught to the employee. The duration of training ranges from a week to a fortnight.
2. **Lecture method** : Lecture is an age old and a direct method of providing instruction. Through lecture the information relating to rules, policies, procedures and methods is provided to the trainees. A large group of trainees can be addressed through the lecture method. It is a low cost method. The lecture concentrates on transmission of ideas, concepts, theories, and the related knowledge. The major limitation of this method is that it does not provide for active involvement of the trainees.
3. **Role playing** : This method of training is used for improving human relations and development of leadership qualities. The trainees get a description of a situation and a role of a managerial character they have to play. They have to play their role and provide a solution to the grievances or any such problem faced by supervisors in day to day activities. This method helps the trainee to develop insight into his behaviour and deal with others accordingly. It is an effective method of learning human relations skill required for the employees working in sales, marketing and purchasing and for the supervisors who have to work with people.
4. **Conferences and seminars** : Conferences and seminars are the common methods of training. Participants gain knowledge and understanding by attending these conferences and seminars and actively participating in the proceedings. Group discussions, exchange of ideas and opinions take place which help the participants develop leadership qualities. Two-way communication in this method proves to be effective. This system is more effective for employees of clerical, professional and supervisory levels.

*Under this method, training is provided in a classroom where the actual working situation is created.*

*The lecture concentrates on transmission of ideas, concepts, theories, and the related knowledge.*

*The trainees get a description of a situation and a role of a managerial character they have to play.*

*Group discussions, exchange of ideas and opinions take place which help the participants develop leadership qualities.*



5. **Films and slide show** : This is an effective technique of training. It is the medium through which information, knowledge and skills relating to job performance with demonstration can be presented more effectively than in other methods. Multimedia also can be utilized under this method.
6. **Programmed instructions** : This is the recently developed technique which is gaining popularity. The subject matter to be learned is condensed into logical sequence. The participant has to answer. The special feature of this technique is that it provides instant feedback. The trainee thus knows whether his answer is correct or not. Today a number of books and manuals are available in the market.
7. **University and college courses** : Many colleges and universities run part time and evening specialized courses to suit the working class. These courses include the areas of finance, accounting, personnel, management, marketing and materials management, computer software etc. The employees can be sponsored for doing such courses by their establishments

*The special feature of this technique is that it provides instant feedback.*

### 9.11 Management Development Programs

Management development is designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted. Management development programs have become more prevalent in recent years because of the increasingly complex demands on managers and also because training managers through experience alone is a time-consuming and unreliable process. The investment for many companies in management development is quite large.

*Management development is designed to improve the overall effectiveness of managers*

Similar levels of training continue after this initial involvement. Some companies, however, do not rely on costly formal training approaches. Most employees, therefore, prefer to nurture new talent by providing practical job experience.

### 9.12 On-the-job Methods

On-the-job methods are usually preferred in management development programs. The training is far more likely, than off-the-job training, to be tailored to the individual, to be job-related, and to be conveniently located.

There are six major formal on-the-job development methods :

1. **Apprenticeship** : People seeking to enter skilled trades—to become IT specialist or computer programmer, for example, are often required to undergo apprenticeship training before they are elevated to managerial position. Apprenticeship programs put the trainee under the guidance of an expert. Complex jobs require that such trainees remain, for a particular period, as understudy of a superior.

2. **Job Instruction Training (JIT) :** Preparing the trainees and telling them about the job and overcoming their uncertainties can be ensured through instructions. Trainees are given essential information and are allowed to demonstrate their understanding.
3. **Coaching :** The training of an employee by his or her immediate supervisor, is by far the most effective management development technique. Unfortunately, many managers are either unable or unwilling to coach those they supervise. To be meaningful, on-the-job coaching must be tempered with considerable restraint—employees cannot develop unless they are allowed to work out problems in their own way. Managers too often feel compelled to tell their employees exactly what to do, thereby negating the effectiveness of coaching. In addition, some managers feel threatened when asked to coach an employee, fearing they are creating a rival. Actually, the manager has much to gain from coaching, since a manager frequently will not be promoted unless there is a successor available to take his or her place.
4. **Job rotation :** The job rotation refers to transfer of managers from one job to another or from one department to another or from one section to another in a planned manner. The transferred executive to new job has to assume the full responsibility and duty. The object is to broaden the outlook and acquire the diverse skills and knowledge needed to perform the various jobs in the organisation. The manager will learn new ideas and gain new information underlying various jobs. It will motivate him and help him acquire comprehensive knowledge and skills. It will free him from the monotony of working in the same position. Job rotation may be horizontal or vertical. The horizontal job rotation is a lateral transfer while vertical is a promotion. This technique is not cost effective. On the new assignment the manager may commit mistakes which add to costs.
5. **Understudy :** It is a development technique to prepare a manager for taking over the charge of his senior after his retirement, transfer, promotion or death. This technique provides an equally competent successor to a senior manager who is currently holding the post. The executive who is understudy acts as assistant to the superior executive whom he will succeed. The senior executive teaches him all the skills and imparts complete knowledge for the performance of the job and gives him a feel of what his job is. The understudy is given an opportunity to see the job in toto in absence of senior manager who is on leave. Only a care is taken by the under study that the decision making in critical matter is delayed and is left to the manager currently holding the post.

*In JIT trainees are given essential information and are allowed to demonstrate their understanding.*

*Coaching implies training of an employee by his or her immediate supervisor.*

*The job rotation refers to transfer of employees from one job to another in a planned manner.*

*Understudy is a development technique to prepare a manager for taking over the charge of his senior after his retirement, transfer, promotion or death.*

*Multiple management is also known as committee management.*

- 6. Multiple management :** Multiple management is also known as committee management. Under this technique a committee consisting of some managers is formed and given an assignment to study the company problems and to make advice or give recommendations to the top management. The appointment of managers to the committees facilitates their exposure to the organisation and widens their outlook and provide them with an excellent opportunity to develop themselves by acquiring knowledge of different aspects relating to business and industry and to interact with the group.

### 9.13 Off-the-Job Methods

On-the-job development techniques are insufficient for the total development of executives of any organisation. This gap can be bridged by adopting off-the-job development techniques. The important off-the-job development methods are the following.

**1. Sensitivity training :** This is the technique of bringing about a change in behaviour of the executives through group processes. According to Edwin B. Flippo the objective of this technique is the "development of awareness of and sensitivity to behavioural patterns of oneself and others." This technique is also referred to as laboratory training. The trainee executives participate and influence each other through unstructured group interaction. The participants here are provided open environment where they discuss freely among themselves. The environment is created by a professional behaviouralist. They openly express their ideas, concepts, attitudes and get opportunity to know about themselves and the impact of their behaviour on their fellow participants. This technique helps in creating mutual trust and respect. It thus develops managerial sensitivity.

**2. Simulation exercises :** Simulations are popular techniques of management development. In this technique a duplicate work situation similar to the actual job situation, is created and the trainee is given a particular role to find out solutions to the problem and take decision. He gets a feedback of his performance. It sharpens the decision making quality of the trainee. Case study, management games and role playing are the usual ways of training through simulation.

**a. Case study :** Under this technique the cases based on actual business situations are prepared and given to the trainee managers for discussion and arriving at a proper decision. Managers are given opportunity to find out the latent problems and suggest alternatives to tackle them. This technique helps in improving the decision-making skills by making analytical judgement. Case study was made popular at the Harvard Business School.

*This is the technique of bringing about a change in behaviour of the executives through group processes.*

*In simulation training is given through the creation of a duplicate work situation*

*Cases based on actual business situations are prepared and given to the trainee managers for discussion and arriving at a proper decision.*

**b. Management games :** Under this technique the trainee executives are divided into rival groups assuming the management of simulated companies. Each rival group has to discuss a given subject relating to production, marketing, pricing etc. and arrive at a decision. They get immediate feedback on their performance. This technique helps in building team spirit among executives.

*In management game each rival group has to discuss a given subject*

**c. Role playing :** It is also a simulated exercise. The participants have to assume different roles in the simulated situation. They have to react to one another in the similar manner as they would be doing a job as manager in real situation. Participants are given a list of learning points which they have to use during executive subordinate encounter. They can take the help of videos for improvement in management skills. Through this technique the executives are trained in an interesting manner.

*In role playing participants have to assume different roles in the simulated situation.*

**3. Workshop :** Under this technique a group of executives meet as per plan and discuss a problem of common interest. The members of the group learn through others' viewpoint and develop their knowledge by comparing their opinion with others. It is the most effective method when a problem is to be analysed and tested through different angles or viewpoints. The workshop has a leader who leads the discussion and takes due care that the participating members are not moving away from the main problem under discussion. The executives learn how to motivate people through discussion. Every participant is given an opportunity to express her/ his opinion freely. This is a very common method of developing executives.

*In workshop a group of executives meet as per plan and discuss a problem of common interest to find solution.*

**4. Lectures :** It is a very popular and simple method. The concepts, ideas, theories, principles are explained through lectures. The speaker is an expert who collects the materials and delivers a lecture to the trainee executives. It is a time saving low cost method of explaining and presenting a viewpoint on any problem or subject to the trainees in a face-to-face situation.

*In lecture method the speaker is an expert who collects the materials and delivers a lecture to the trainee executives.*

**5. Programmes by academic institutions :** Some training institutions and universities run management courses. They include degree as well as short term diploma courses. These institutions / universities also hold conferences, seminars, workshops, lecture series and other related programmes which help in management development. The effectiveness of these programmes depend upon their quality, response from the companies and implementation. Organisations can sponsor their executives to join these courses.

*Some training institutions and universities run management courses.*

**6. Transactional analysis :** The transactional analysis (TA) is an attempt to understand and analyse the trainee's personality through communicative interaction. The interaction between individual human beings is viewed as transactions, for instance, "I will do this for you and you do that for me." TA holds the view that the human personality is constituted by three ego states i.e., parent, child and adult. All these three ego states are reflected in her/his personality when s/he communicates with others. Parent state is reflected when s/he behaves and interacts like a parent and offers "do's" and "don'ts" e.g. do this, don't delegate authority to him etc. Parent state reflects dominance. An individual reflects a child state when his interaction is characterised by an impulse that is natural. An individual reflects his adult mode or state when his interactions are rational. The transactional analysis aims at liberating the adult from the parent and child state. The adult state is rational and deals with reality. It collects information and sees reasons and takes decisions. Adult behaviour and interactions are expected from executives and managers who are decision-makers. Transactional analysis is an important psychiatric technique for executive development of recent origin used by many organisations.

*The transactional analysis aims at liberating the adult from the parent and child state.*

### 9.14 The Need for Management Development

Managers are the most valuable assets of any organisation. They must, therefore, be retrained and readuated for survival and growth of organisation. The increased productivity and total quality depends upon the drive, initiative core competence, skill and technical knowledge of managers. The well developed managerial manpower can change the face of the organisation and can take it to any height. But efficient managers are aways in short supply. They are to be conserved. To conserve these rare resources, a rare substantial efforts for their development are needed.

The managers at the lower and middle levels need to be developed through proper in-company and off-the-job training programmes. There should not be any compromise on the quality of efficient managerial manpower. The expenditure on management development is a profitable investment. The development of lower and middle level managers shall build up second and third line of defence who remain ready to take charge in the event of vacancy created by retirement, death, transfer or resignation of senior executives. The aim of management development programme is to increase the managerial efficiency, thereby contributing to the growth of country's economy. The cause of low rate of economic growth in the undeveloped countries can be singled out as lack of efficient management. The presence or absence of this single factor can make the difference. The management development enables in boosting up the morale of the managers and increase their versatility. They gain in analytical ability and creative thinking.

*The expenditure on management development is a profitable investment.*

Management development is the essence of HRM. It is a continuous activity which absolutely has no end. New ideas, new challenges come in. Novel skills are required to meet them. New strategies are required to overcome the storm created by the new trend. Managers must be competent enough to prove their dominance over rivals. This is an era of tough competition where weak can hardly survive.

*New ideas, new challenges come in. Novel skills are required to meet them.*

### QUESTIONS TO ANSWER

1. Explain the meaning of training, development and education and bring out distinctions among them.
2. Discuss the theories and principles of learning.
3. Explain why training is important in the modern industrial setup?
4. Compare and contrast between :
  - (a) Training and development.
  - (b) Training and education.
  - (c) Training and organisation development.
5. Explain the responsibility for providing training.
6. What are the factors responsible for determining needs for training?
7. Give a brief account of training methods used in industries.
8. Discuss the various methods of in-company training.
9. What are the methods of training employees off-the-job.
10. How evaluation of training is done?
11. Explain executive development. Discuss its need.
12. What are the on-the-job techniques of executive development?
13. Discuss in brief the various off-the-job methods of executive development.
14. **Write notes on the following :**
  - (a) Sensitivity training.
  - (b) Job instruction training (JIT)
  - (c) Case study
  - (d) Management games
  - (e) Simulation exercises.
  - (f) Multiple management.
  - (g) Understudy
  - (h) Coaching
  - (i) Role playing
  - (j) Workshops
  - (k) Transactional analysis
  - (l) Job rotation
  - (m) Committee assignments
15. Why management development is necessary?
16. **Indicate true or false :**
  - (a) Training can not change the attitude of employees.
  - (b) Education is broader in scope than training.
  - (c) People tend to be influenced by models that are similar to them.
  - (d) Social learning theory emphasises continuous interaction between the individual and the environment.
  - (e) Learning does not require feedback.
  - (f) Learning begins slowly, then moves rapidly.
  - (g) Training needs can be determined through performance appraisal.