

**LEARNING AND DEVELOPMENT EXERCISE THROUGH TRAINING IN
HR ACTIVITIES: AN OVERVIEW**

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ABSTRACT

Training is an organized process for increasing the knowledge and skills of people for definite purpose. The training is continuous process because a person never stops to learning. Then the purpose of training is to improve the employees' current job performance. Training and development play an important role in the effectiveness of organisations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. Investment in training and development entails obtaining and maintaining space and equipment. It also means that operational personnel, employed in the organisation's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training development and delivery. This means they are required to give less attention to activities that are obviously more productive in terms of the organisation's main business. However, investment in training and development is generally regarded as good management practice to maintain appropriate expertise now and in the future.

INTRODUCTION:

Training and development play an important role in the effectiveness of organisations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organisations employing people need to train and develop their staff. Most organisations are cognizant of this requirement and invest effort and other resources in training and development. Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development entails obtaining and maintaining space and equipment. It

also means that operational personnel, employed in the organisation's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training development and delivery.

DEFINITION OF TRAINING

According to Stein Metz Lawrence.L. "Training is Short Term Process Utilizing the systematic and organized Procedure by which non-managerial Personnel learn technical knowledge and skills for a definite purpose".

According to Richard P.Calhoon., "The process of aiding employees to gain effectiveness in their present and future work".

TRAINING GOALS AND MOTIVATION'S

The Pro-Skills training concept aspires to achieve the following with the participants:

- **Motivation:** The training course would like to inspire interest and motivation for lifelong learning in the participant.
- **Human rights:** Participants shall become sensitized for their right to education and equal access to educational offerings..
- **Recognising own opportunities:** Participants will be made aware of the opportunities available to them to further their education and change their life.
- **Taking personal responsibility:** Participants will no longer feel they are guilty and victims of society; they will learn not to accept this role if they have been assigned it by others.
- **Recognising own resources and strengths:** Participants are to recognise their existing resources and strengths and develop ideas as to how they can enhance them and acquire new ones.
- **Acquiring skills:** Participants will actively upgrade their skills and be given the opportunity to experiment with new skills and behaviours in the protected environment of the training course.

- **Self-worth and self-efficacy:** The training course aspires to support participants' sense of self-worth and instil in them the feeling of self-efficacy which is a fundamental precondition for the remainder of the learning process.
- **Empowerment for self-regulated learning:** Participants will be empowered to plan and implement their own individual learning process independently and on their own authority.
- **Equal access to educational offerings:** Participants will be helped to find equal access to formal and informal educational offerings.

TRAINING CONTENTS

The specific content of the training course depends on the attributes, needs and prior knowledge of the target group in question. In turn, Pro-Skills offers training modules containing materials and exercises relevant to many and diverse aspects and topic areas. There follows a description of the three core training modules. In each case, the Pro-Skills toolbox refers to selected materials and exercises that have been collated by the project partners and are deemed to be good practical examples.

Aspects of personal skills are:

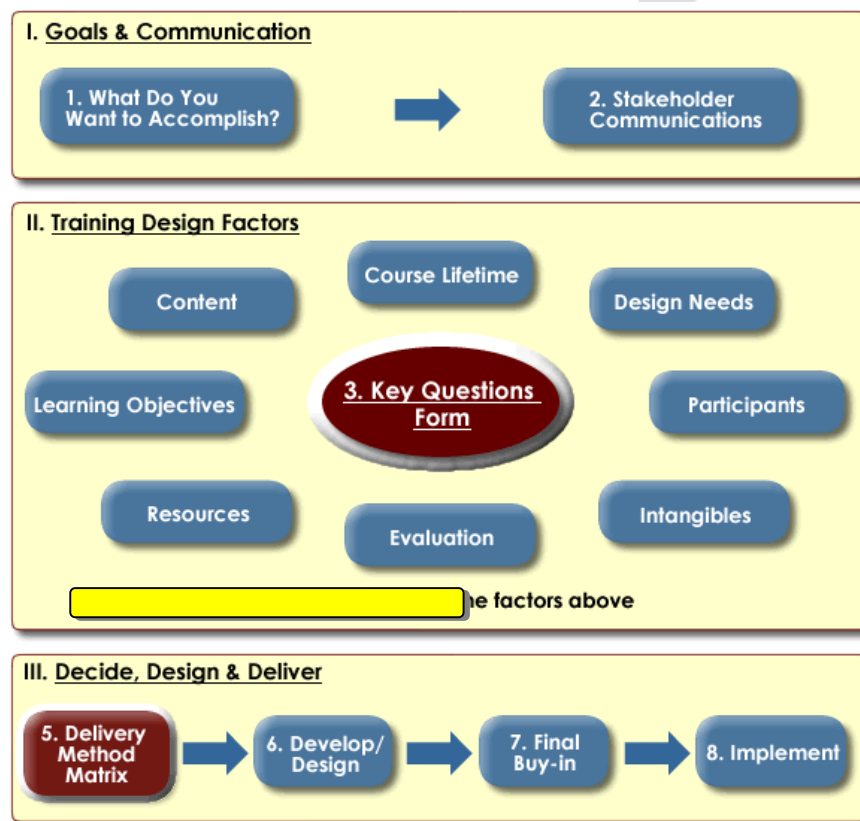
- **Emotions and emotion regulation:** The ability to perceive and express one's own feelings and deal appropriately with them;
- **Cognition:** Self-reflection, realistic self-assessment, overcoming problems, perception of one's own desires and goals, identifying barriers and resources, goal-setting and decision-making
- **Identity regulation** and self-worth, self-confidence and self-efficacy.

TRAINING PRECONDITION'S AND FRAMEWORK

Training courses for the socially disadvantaged are not significantly different from other training courses if modern didactic principles are taken into account. However, this target group requires greater didactic and educational expertise on the part of the trainer. Motivation, group dynamics, communication and cultural aspects assume greater prominence. In particular, the

trainer needs to think about the perceived balance of power if he wishes to empower individuals who not infrequently carry the stigma of powerlessness.

Three interacting components of the training course mutually influence one another: The trainer, the participants and the training course itself. In addition to these principal actors, the situational context should not be overlooked. We would like to address the above-mentioned components in more detail below.



TRAINING THEORIES

Much progress has been made in training and development methodologies, some of which has occurred in the area of scientific methods, a set of approaches or processes focusing on situations, events, case-studies, and narratives that furnish a specific setting for performance issues, needs, deficiencies and scripted actions for particular situations (Paul, 2010). However, due to the social participation and consolidation practice involved and given factors of cost and effectiveness, the scientific methodology would be more appropriate for team training rather than for individual instruction. The theoretical and conceptual foundations of scientific methodology

includes situated learning/cognition, constructivism, experiential learning, transformative learning theory, and action theory.

a. Situated Learning or Cognition

Situated learning is one of the most important features of the scientific method. Theoretically, the materials we create or use, such as cases, basically situate the trainee in his/her operational context. This material is the starting point of the methodology and is followed by the identification of issues and problems, where the trainee is, to a certain extent, familiar with and involved in a specific context. According to Anderson et al. (1996), situated learning is based on situations in which trainees are involved on a regular basis. The situational skills that trainees receive are supposed to be used in similar situations. Training activities are shared and are, to some extent, actively created in cooperation with other trainees working together to identify and resolve issues.

b. Constructivism and Experiential Learning Theory

A constructivist learning perspective implies that knowledge and skills can be improved in different ways without necessarily any one ideal solution (Jonassen, 1991). Constructivism is well suited to the situated and scientific methods as it stresses comprehensible real-world functions in organizational environments. In skills moulding in a specific environment, the various aspects of performance need to be defined, demonstrated, and comprehended (Jonassen, 1994). This will enable people and groups to pinpoint gaps and deficiencies in performance in a specific skill area. This type of dynamic social participation should also accelerate the learning process. The multidisciplinary theory of experiential learning is, to a great extent, based on constructivism and uses psychology, philosophy, sociology, anthropology, and cognitive sciences to gain a greater insight into the learning process.

c. Transformative Learning Theory

Transformative learning in combination with scientific methods enables and encourages trainees to participate actively in shaping the content and application of learning activities, and many will accept possibility of being empowered and actively involved in decision making. Personal job satisfaction and commitment are also crucial aspects of this type of empowered learning (Devanna, 1986; Bryman et al., 1996). Marcinelli (1997) analyzing employee creativity

and discovering the possibility of 18 Milhem et al./Journal of Accounting – Business & Management vol. 21 no. 1 (2014) making decisions and risks that affect motivation and productivity in a positive way. Transformative and experiential learning is concerned with using discretion, delegation, and participation in decision-making processes.

d. Action Theory

As described by Michael Frese (2007), action theory attempts to explain how learning is regulated and how people can change their behavior to dynamically meet objectives in normal and/or unusual situations. Situated and scientific learning methods involve novel situations and require trainees to be creative to some extent. Contrary to many cognitive and information processing theories, action theory is linked to behaviour and specific working contexts and outcomes. It is also concerned with the processes involved in the interaction between environmental inputs and behavior on the one hand and how cognition regulates behavior and performance on the other hand (Paul, 2010).

According to Salisbury (2008), action theory is a systematic tool for understanding how knowledge of cognitive processes in a performance situation is regulated by using the focus, sequence, action structure components (Frese, 2007) and the foundations of the theory which interact dynamically. The action structure is the most important component in relation to scientific processes. Through sensitivity to the complexity of the learning process, instructors can manage learner expectations to reduce information overload. After trainees feel more comfortable with the scientific model, they often try to apply it to other problems in the workplace.

TYPES OF TRAINING

- **On-The-Job and**
- **Off-The-Job Training**

On-The-Job and Off-The-Job Training

On-the-job training (OJT) is carried out in the workplace during the working day; off-the-job training (OFJT) is carried out off-site and off-line. OFJT is the most common form of training. It accounts for three to six times more expenditures than that spent on OJT (Rothwell & Kazanas, 2004). Unplanned OJT often merely helps to shorten the breaking-in period that follows new

employee hiring, transfer, or promotion. Unplanned OFJT can involve inservice training where staff “huddle” down with their supervisors or colleagues to deal with common problems. Planned OFJT, like planned OJT, is carefully designed to utilize the time spent away from the job to a maximum. This type of training is suitable when a large number of employees have a similar training requirement.

A. On-The-Job Training

On-the-job training is planned, structured, and mostly carried out at the trainee’s workplace. It is sometimes carried out in a special on-site training area. In on-the-job training, managers, supervisors, trainers and colleagues spend a large amount of time with trainees to teach previously determined skill sets.

b. Off-The-Job Training

Off-the-job training can involve group discussions, one-to-one tutorials, lectures, reading, training courses and workshops (Kempton, 1995). According to Kempton (1995), this type of training enables trainees to learn and apply new skills and knowledge in a safe working context. Not all performance problems can be solved by training that should not be substitute for motivation, the right tools or equipment, and the right supervision. Training needs to be provided when employees lack the skills or information to work productively when the right resources exist to draw up, impart, and follow up the training and when training resolves performance problems. It is worthwhile providing off-the-job training when a large number of staff have a similar training requirement and when there are adequate skills and resources for the design and provision of training (Rothwell, 2005). Planned OJT is appropriate when the criteria above are complied with and when it is possible to minimize work distractions, when training at work will not represent a threat to health, safety, or productivity and when there are benefits to be obtained from training in real time.

TRAINING METHODS

Methods of trainig's	Meaning	Use
LECTURE	When one person conveys information to a group of learners by talking to them, with or without the use of visual aids. There is no participation by the learners and consequently there is little or no feedback to the presenter.	<ul style="list-style-type: none"> _ In large groups where discussion involving the learners is not practical. _ When topics are new to the learners, and they have no relevant personal experiences
Talk	A talk is similar to a lecture, except learners are more involved. Some feedback is obtained through questions, answers, or brief discussions	<p>When the information is less technical or familiar to the learners. The material is still relatively new to them, but they may have some experiences relevant to the topic.</p> <ul style="list-style-type: none"> _ When time is available to allow discussion or questions from the learners.
Demonstration	When a person or team actually performs a task, showing and explaining to learners how to do it. A good follow-up for a demonstration is to allow learners to try to do the task themselves, with staff supervision.	<p>When teaching a skill.</p> <ul style="list-style-type: none"> _ When plenty of time is available, or when the skill being taught does not take much time for learners to master and practice. _ When the group is small, or when instructors are available to work with small groups.
Discussion	A planned conversation (exchange of ideas or viewpoints) on a selected topic, guided by a trained discussion leader.	<p>To stimulate interest among learners.</p> <ul style="list-style-type: none"> _ Where the ideas and experiences of the group will help them to discover the point they are learning. _ Where there is a trained and experienced discussion leader whose experience and knowledge enable him to guide the discussion

		and keep it on track.
Case Study	A case study is a realistic situation or a series of actual events involving a judgment call. It is presented to learners, either orally or by handout, for analysis and resolution.	When real-life situations make your point more effectively than other methods. _ Where no clear-cut or easy solution to a problem is evident. _ Where multiple points of view will help learners understand important concepts
Role Playing	Leaders or learners act out roles presented in an open-ended situation. Role playing is distinguished from drama because the lines are not pre-determined. The participants must supply their own dialog within the context of the roles and the situations, and develop their own ending or outcome to the scenario presented.	When the subject being taught involves person-to-person communication. _ When you want all the learners to participate. _ To set a mood of fun and excitement for training
Brainstorming	Brainstorming is a method of problem solving. Group members suggest possible solutions, in rapid-fire order, either orally or on cards to be posted. All ideas are considered. Criticism and editorializing are not allowed.	For program planning. _ When the message to be learned involves pulling together shared ideas of participants. _ When a group is having a hard time deciding what to do.
Learning Centers	Learning centers are a series of rooms, stations, tables, corners, etc. All centers teach related parts of the same general topic. Each station accommodates a small group, and the groups rotate through the set of centers on a given schedule. Some	When all centers can teach related parts of the same general topic. _ When you need to impart a lot of information in a short

	of you may have heard of “round robins.” That is another name for learning centers	period of time. _ When the group is too large to teach the topic effectively by any of the other training methods.
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ADVANTAGES:

Our previous In-House training blog is one of our most successful to date. As the demand to need to know this information is so large we have increased the article as well as listed several considerations you should make to ensure you make the best decision for you. We also have similar blogs on the advantages and disadvantages of Public Scheduled Training and eLearning or download our Training Deliveries Advantages and Disadvantages Guide below.

Training cost savings

Cost per delegate is typically lower than public scheduled courses due to the fact the training company only has to send a trainer to you rather than set up an environment themselves. Therefore, reasonable savings can be made. We recommend to our clients if they have more than 4 people to run in-house training courses as this is the break-even point.

Travel cost savings – In addition to this, you don’t have to pay for the travel and possible accommodation costs to get your employees to the training centre. With fuel prices so high and training centres often being in the large cities where accommodation is at its most costly, this could save you a significant amount.

More focused training

Running an in-house training course for a single client can generally allow the training to be a lot more focussed on the specific subjects and skills that are relevant to your business. Public scheduled courses and e-learning will often be generic for businesses of any sector or size that attend them.

Can use current work examples

Training In-House means the courses can be prepared to fix your individual issues using real life examples and therefore have the most effect. Delegates will be able to work on current work or examples of work which relates to their roles not a generic example.

Convenience

Organising training for a group of individuals all with their own timetables and responsibilities can be a very difficult task. However, by having In-House training courses in your own building it can make working around people's schedules a lot easier as you are cutting out logistical issues as well as the fact any candidates can be easily reached in case something arises that needs to be addressed quickly.

Team building

Having a room full of delegates from different departments and levels can encourage team work. This is a fantastic result as it is often in this social learning that the most learning is done when ideas are being bounced off each other. This will also likely lead to increased awareness and understanding of each other's roles as well as staff morale. A friendly workplace is always a good thing.

DISADVANTAGES

Cost

One of the biggest potential problems with employee training is the cost of the process. If you handle the training internally, it costs money because you have to pay one of your employees for training instead of doing productive work. If you use an outside trainer, you have to pay him for his time. You could send your employees to a seminar or training conference in another location, which also can represent a substantial cost for the company.

Qualifications

If an employee is very talented at her job, you might think that she would make a good trainer for new employees. Unfortunately, this is not the case for many employees. Being able to train employees is a special skill and not everyone has this ability. When it comes to using an employee to train other employees, you might move someone out of her comfort zone and she may be unable to train the new employees as you need them to be trained.

Time Requirements

Another potential problem with training employees is that you may not have enough time to do so adequately. Many companies only devote a small amount time to training new employees, and it could result in the employees not knowing everything they need to know to be successful. The trainer may have to rush through the important parts of the job and skip over some of the other tasks that also need to be understood by the employee.

Control of the Training

When you delegate the training of new employees to a particular employee or trainer, you have to be very careful with regard to what the new employees are learning. If the trainer does not do the job as you want it to be done, your new employees might end up picking up some bad habits along the way. This could make your entire business perform at a level that is less than acceptable from your point of view, but the employees would not know it.

CONCLUSION

Training provider's knowledge in client organization's business. Based on previous studies, it is not surprising that training provider's level of involvement and knowledge was positively correlated with training effectiveness. The training and strategy, it is clear that the importance of developing training program in parallel with organization strategy to achieve the desired objective of training program, in addition to that training theories may help professional to adopt the right approach of training. In the same time, it is important to choose the right way of training delivery method related to the nature of work and organization objectives, in concluding it is important to note that successful.

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