

# Human Resource Management- Training & Development

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**Abstract-** In simple terms, training and development refers to the imparting of specific skills, abilities and knowledge to an employee. A formal definition of training & development is... it is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. The need for training & development is determined by the employee's performance deficiency, computed as follows: Training & Development need = Standard performance – Actual performance. We can make a distinction among training, education and development. Such distinction enables us to acquire a better perspective about the meaning of the terms. Training, as was stated earlier, refers to the process of imparting specific skills. Education, on the other hand, is confined to theoretical learning in classrooms.

Training and Education Differentiated Training Education Application Theoretical Orientation Job Experience Classroom Learning Specific Tasks General Concepts Narrow / Perspective Broad Perspective  
**Training** refers to the process of imparting specific skills. **Development** refers to the learning opportunities designed to help employees grow. Education is theoretical learning in classroom. Though training and education differ in nature and orientation, they are complementary. An employee, for example, who undergoes training, is presumed to have had some formal education. Furthermore, no training programme is complete without an element of education. In fact, the distinction between training and education is getting increasingly blurred nowadays. As more and more employees are called upon to exercise judgments and to choose alternative solutions to the job problems, training programmes seek to broaden and develop the individual through education. For instance, employees in well-paid jobs and/or employees in the service industry may be required to make independent decision regarding their work and their relationship with clients. Hence, organization must consider elements of both education and training while planning their training programmes. Development refers to those learning opportunities designed to help employees grow. Development is not primarily skill-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions.

**Index Terms-** Strategic Plan, Training & Development, competitive advantage

## 1. STRATEGIC PLAN FOR TRAINING & DEVELOPMENT:

Efforts towards development often depend on personal drive and ambition. Development activities, such as those supplied by management developmental programmes, are generally voluntary. To bring the distinction among training, education and development into sharp focus, it may be stated that "training is offered to operatives", whereas "developmental programmes are meant for employees in higher positions". Education however is common to all the employees, there grades notwithstanding.

## 2. AIMS / OBJECTIVES OF TRAINING & DEVELOPMENT:

The fundamental aim of training is to help the organization achieve its purpose by adding value to its

key resource – the people it employs. Training means investing in the people to enable them to perform better and to empower them to make the best use of

their natural abilities. The particular objectives of training are to:

- Develop the competences of employees and improve their performance;
- Help people to grow within the organization in order that, as far as possible, its future needs for human resource can be met from within;
- Reduce the learning time for employees starting in new jobs on appointment, transfers or promotion, and ensure that they become fully competent as quickly and economically as possible.

## 3. INPUTS IN TRAINING AND DEVELOPMENTS:

Any Training and Development programme must contain inputs which enable the participants to gain skills, learn theoretical concepts and help acquire vision to look into distant future. In addition to these, there is a need to impart ethical orientation, emphasize on attitudinal changes and stress upon decision-making and problem-solving abilities. Skills Training, as was stated earlier, is imparting skills to

employees. A worker needs skills to operate machines, and use other equipments with least damage or scrap. This is a basic skill without which the operator will not be able to function. There is also the need for motor skills. Motor skills refer to performance of specific physical activities. These skills involve training to move various parts of one's body in response to certain external and internal stimuli. Common motor skills include walking, riding a bicycle, tying a shoelace, throwing a ball and driving a car. Motor skills are needed for all employees – from the clerk to the general manager. Employees, particularly supervisors and executives, need interpersonal skills popular known as the people skills. Interpersonal skills are needed to understand one self and others better, and act accordingly.

**Examples:**

- **Interpersonal skills** include Listening, Persuading, and Showing an understanding of others' feelings.
- **Attitudinal Changes** Attitudes represent feeling and beliefs of individuals towards others. Attitude affects motivation, satisfaction and job commitment. Negative attitudes need to be converted into positive attitudes. Changing negative attitudes is difficult.

**4. TRAINING AND DEVELOPMENT AS SOURCE OF COMPETITIVE ADVANTAGE:**

Companies derive competitive advantage from training and development. Training and development programmes, as was pointed out earlier, help remove performance deficiencies in employee. This is particularly true when - (1) the deficiency is caused by a lack of ability rather than a lack of motivation to perform, (2) the individual(s) involved have the aptitude and motivation need to learn to do the job better, and (3) supervisors and peers are supportive of the desired behaviors.

**5. HOW TO MAKE TRAINING EFFECTIVE?**

Action on the following lines needs to be initiated to make training practice effective:

Here are some softer training methods that are not necessarily essential to conveying information, but that can make receiving data or instructions a much more enjoyable experience, which will keep trainees involved and help them retain more information.

**5.1 Make learning fun.**

Why? Trainees will not be enthusiastic if training sessions are dry and dull. Few employees respond to or remember complicated concepts or theories; they want to learn practical information about what they

can do to get better results today. If they don't find the message entertaining, they won't retain it. Since variety is the spice of life, use several different training methods to engage trainees in a variety of ways. Also work to alternate the pace of each session to keep trainees' interest level high.

**5.2 Use humor.**

Humor helps keep enthusiasm at peak levels. Trainers can make a point more effectively by using humor than by drowning trainees in statistics or theories. Avoid telling jokes, however, because humor is so subjective that someone in your audience may be offended and lose track of training for the rest of the session. Personal, self-deprecating humor is the safest way to go.

**5.3 Use attractive packaging.**

Use materials that are well-packaged and that communicate value. Professional packaging is a powerful tool for setting a good first impression.

**5.4 Encourage participation.**

Make the session lively by engaging participants in the learning process. In fact, try to spend close to 80 percent of training time on group participation. Encourage everyone in the training session to speak freely and candidly, because learning occurs most readily when feelings are involved.

**5.5 Build self-esteem.**

Employees understandably want to know what's in it for them. They know that most training programs are designed to make money for the company, but rarely does training lift employees' spirits or help them to become better in their own lives. Create a win-win environment by using the training program to build the participants' self-worth and self-esteem.

**CONCLUSION**

Training and development as tool and the best way of thinking about Training and development is to think of it as a management tool, much like a carpenter's tool. Just like a carpenter picks the hammer and not a screwdriver to pound a nail, the manager should be choosing training because it is the RIGHT tool for the job.

Also, to continue the analogy, if the supporting structure (the wood) is rotted, only the foolish carpenter would attempt to pound the nail into the wood, and expect it to help. It is the same with the manager. If a manager expects things to improve as a result of training, he or she needs to ensure that the supports are there for the use of the tool, and that there are no other non-training related problems hanging about.

To conclude, Training and development can be a valuable tool for the organization and the manager, provided it is the RIGHT tool to solve the problem or address the identified issues. Even then, there must be supports in the organization so the training can be effective. Other articles in this edition discuss some of these supports.

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