

# UNIT III

# TRAINING AND DEVELOPMENT

## PART - II

By:

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# TRAINING METHODS :

## Simulation methods :

Simulation is a technique which duplicates, as nearly as possible, the actual conditions encountered on a job. These methods have been most widely used in the aeronautical industry. The methods falling under this category are discussed as follows:

### *i. Role Play:*

This is just like acting out a given role as in a stage play. In this method of training, the trainees are required to enact defined roles on the basis of oral or written description of a particular situation. This method is mostly used for developing interpersonal interactions and relations among the employees working in sales, marketing, purchasing and the supervisors who deal with people.

### *ii. Case Method*

The case is an actual event or situation on organizational problems which is a written description for discussion purpose. Trainees are asked to analyze the event or circumstances with an objective to identify the problem, trace out the causes for it and find out the solution to solve the problems. This method of training is based on this realization that, on many occasions in the real world, managers may not have all the relevant information with them before taking a decision. This is also called decision-making under uncertainty. Therefore, this method is suitable for developing decision-making skills among the top and senior level managers.

### *iii. Management Games:*

The game is devised on the model of a business situation. Then, trainees are divided into groups who represent the management of competing companies. They make decisions just like these are made in real-life situations. Decisions made by the groups are evaluated and the likely implications of the decisions are fed back to the groups. The game goes on in several rounds to take the time dimension into account.

### *iv. In-Basket Exercise:*

This is also called 'In-Tray' method of training. This is built around the 'incoming mail' of a manager. The trainees are presented with a pack of papers and files in a tray containing administrative problems and are asked to take decisions on these within a specified time limit. The decisions taken by the trainees are compared with one another. The trainees are provided feedback on their decisions. This forces them to reconsider their administrative actions and behavioral style. Here occurs the learning of trainee.

### *v. Vestibule Training:*

This is a system in which employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor. This type of training is commonly used for training personnel of clerical and semi-skilled grades. The duration of training ranges from a few days to a few weeks. This method relates theory with practice.

## Knowledge-Based Method:

In this method, an attempt is made to impart employees knowledge in any subject area covering the aspects like its concepts and theories, basic principles and pure and applied knowing of the subject. The common methods that fall into this category are described hereunder :

### *i. Lectures:*

Lecture is by far the most commonly used direct method of training. In this method, the trainer provides knowledge to the trainees usually from prepared notes. Notes are also given to the trainees. This method is found more appropriate in situations where some information is required to be shared to a large number of audiences and which does not require more participation from the audience. It is a low cost method. The major limitation of this method is that it does not provide for active involvement of the trainees.

### *ii. Conferences/Seminars:*

In this method, the trainer delivers a lecture on the particular subject which is followed by queries and discussions. The conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme. This method is used to help employees develop problem-solving skills.

### *iii. Programmed Instructions:*

This is the recently developed technique based on the principle of positive reinforcement developed by B.F. Skinner. This technique is used to teach nonmotor and behavioural skills. The subject matter to be learned is prepared and condensed into logical sequence from simple to more complex. The trainer monitors trainee's independent progress through the programme. The trainee gets instant feedback on his learning. However, this method is expensive and time consuming also.

# Experiential Methods:

The objective of these methods is to help an individual understand oneself and others. This is done through attitudinal change. Such understanding helps an individual understand the dynamics of human relationships in a work situation, including at times his managerial style. Some of the methods used for this purpose are :

## *i. Sensitivity Training:*

Sensitivity training is also known by a variety of names such as T Groups, laboratory training and encounter groups. (The “T” is for training.). The objective of sensitivity training is to increase participants’ insights into their behaviour and the behaviour of others by encouraging an open expression of feelings in the trainer guided T-group. This is based on this assumption that newly sensitized employees will then find it easier to work together amicably as a group or team. Sensitivity training seeks to accomplish its aim of increasing interpersonal openness, greater concern for others, increased tolerance for individual differences, enhanced listening skills, and increased trust and support. T-group *meets* continually for periods as long as 1 or 2 weeks. It is less artificial than role playing in as much as the trainee plays himself rather than a structured role. The first sensitivity training session was held in 1946 in the State Teachers College, New Britain, USA.



## *ii. Transactional Analysis:*

It is a technique of training developed by Eric Berne and popularized by Thomas Harris of U.S.A. It is a tool of improving human relations and interactions, and of promoting rationale and mature behavior. It identifies three main aspects of human personality: Parent (taught behavior). Adult (thought behavior), Child (felt behaviour). Its basic proposition is that people have to behave as adults, although sometime parent and child behaviour is also useful depending upon the situations and the individual's personal need/ goal. Adult behavior is characterised by objectivity, problem-solving orientation, mutual respect and understanding. Parent behaviour takes the form of authoritarianism, protective and patronising instances. Child behaviour pertains to rebellions, angry, dependence-oriented moods. Tantrums, though creative, spontaneous, obedient stances, are not ruled out. This approach is useful for understanding people's behaviour particularly when they are involved in inter-personal relationships. Development of positive thinking, improvement in inter-personal relationships, proper motivation of people and organizational development are some of the important benefits of transactional analysis, as a technique of training. To conclude, each method of training has some strengths and weaknesses. Given the purpose of a training programme, the level of participants, the competence of trainers, etc., the appropriate method has to be chosen to impart training. Carrol et. al. have conducted a study and measured the effectiveness of various training methods on several dimensions in rank order.

Thank you!

