

LESSON 1

INTRODUCTION TO TRAINING DEVELOPMENT AND EDUCATION

Dear Friends,

Management of Training and Development is an elective subject for HR specialist. This is your first lesson to the subject. After going through this lesson you will be able to :

1. **Explain Training and Development**
2. **Differentiate between Training Development and Education**
3. **Explain significance of Training and Development Department in any organization.**

INTRODUCTION

Organisation and individual should develop and progress simultaneously for their survival and attainment of mutual goals. So every modern management has to develop the organisation through human resource development. Employee training is the important sub-system of human resource development. Employee training is a specialised function and is one of the fundamental operative functions for human resources management.

**Human Resources are the most important resources of any organization.
Trained Employee is a price less stone.**

Meaning

After an employee is selected, placed and introduced he or she must be provided with training facilities. Training is the act of increasing the knowledge and skill of an employee for doing a particular job. Training is a short-term educational process and utilising a systematic and organised procedure by which employees learn technical knowledge and skills for a definite purpose. Dale S. Beach define the training as "... the organised procedure by which people learn knowledge and/or skill for a definite purpose.

In other words training improves, changes, moulds the employee's knowledge, skill, - behaviour, aptitude, and attitude towards the requirements of the job and organisation. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organisation, to acquire and apply the knowledge, skills, abilities and attitudes needed by a particular job and. organisation.

Training is the art of increasing knowledge & skills of an employee for doing a particular job.

(By Flippo)

Training is the intentional act of providing means for learning to take place.

(By Planty)

Training tries to improve skills or add to the existing level of knowledge so that the employees is better equipped to do his present job or to prepare him for a higher position with increased responsibility and are also able to cope with the pressures of a changing environment.

Training is a systematic process of changing the behaviour, knowledge and attitude to bridge gap between employee characteristics and organsiation expectations.

Thus, training bridges the differences between job requirements and employee's present specifications

Objectives Of Training

Generally line managers ask the personnel manager to formulate the training policies. The personnel Manager formulates the following training objectives in keeping with the Company's goals and objectives:

- (a) To prepare the employee both new and old to meet the present as well as the changing requirements of the job and the organisation.
- (b) To prevent obsolescence.
- (e) To impart the new entrants the basic knowledge and skill they need for an intelligent performance of definite job.
- (d) To prepare employees for higher level tasks.
- (e) To assist employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they will need in their particular fields.
- (l) To build up a second line of competent officers and prepare them to occupy more responsible positions.
- (g) To broaden the minds of senior managers by providing them with opportunities for an interchange of experiences within and outside with a view to correcting the narrowness of outlook that may arise from .over specialisation.
- (h) To develop the potentialities of people for the next level job.
- (i) To ensure smooth and efficient working of a department.
- l) To ensure economical output of required quality.
- (k) To promote individual and collective morale, a sense of responsibility, co operative attitudes and good relationships. .

Areas of Training

Organisation provide training to their employees in the following areas: (1)

- Company policies and procedures;
- (2) Specific skills;
 - (3) Human relations;
 - (4) Problem solving;
 - (5) Managerial and supervisory skills; and
 - (6) Apprentice training.

(1) *Company Policies and Procedures:* This area of training is to be provided with a view to acquainting the new employee with the Company Rules, Practices, Procedures, Tradition, Management, Organisation Structure, Environment Product! Services offered by the company etc.

This acquaintance enables the new employee to adjust himself with the changing situations. Information regarding company rules and policies creates favourable attitudes of confidence in the minds of new employee about the company and its products/services, as well as it develops in him a sense of respect for the existing employees of the company and the like. The company also provides first hand information to the employee about the skills needed by the company, its development programmes, quality of products/services and the like. This enables the new employees . to know his share of contribution to the organisation's growth and development .

(2) *Training in Specific Skills:* This area of training is to enable the employee more effective on the job. The trainer trains the employee regarding. various skills necessary to do the actual job. For example, the clerk in the bank should be trained in the skills of making entries correctly in the edge, skills and arithmetical calculations, quick comparison of figures, entries and the like. Similarly, the technical officers are to be trained in the skills of project appraisal, supervision, follow-up and the like

(3) *Human Relations Training:* Human relations training assumes greater significance in organisations as employees have to maintain human relations not only with other employees but also with their customers. Employees are to be trained in the areas of self-learning, interpersonal competence, group dynamics, perception, leadership styles, motivation, grievance redressal, disciplinary procedure, and the like. This training enables the employees for better team work, which leads to improved efficiency and productivity of the organisation.

(4) *Problem Solving Training:* Most of the organisational problems are common to the employees dealing the same activity at different levels of the organisation. Further some of the problems of different managers may have the same root cause. Hence, management may call together all managerial personnel to discuss common problems so as to arrive at effective solutions across the table. This not only helps in solving the problems but also serves as a forum for the exchange of ideas and information that could be utilised. The trainer has to organise such meetings, train and encourage the trainees to participate actively in such meetings.

(5) *Managerial and Supervisory Training:* Even the non-managers sometimes perform managerial and supervisory functions like planning, decision-making, organising, maintaining inter-personal relations, directing and controlling. Hence, management has to train the employee in managerial and supervisory skills also.

(6) *Apprentice Training:* The Apprentice Act, 1961 requires industrial units of

specified industries to provide training in basic skills and knowledge in specified trades to educated unemployed /apprentices with a view to improving their employment opportunities or to enable them to start their own industry. This type of training generally ranges between one year to four years. This training is generally used for providing technical Knowledge in the areas like trades, crafts etc.

The importance of human resource management to a large extent depends on human resource development. Training is the most important technique of human resource development. As stated earlier, no organisation can get a candidate who exactly matches with the job and the organisational requirements. Hence, training is important to develop the employee and make him suitable to the job.

Job and organisational requirements are not static, they are changed from time to time in view of technological advancement and change in the awareness of the Total Quality and Productivity Management (TQPM). The objectives of the TQPM can be achieved only through training as training develops human skills and efficiency. Trained employees would be a valuable asset to an organisation. Organisational efficiency, productivity, progress and development to a greater extent depend on training. Organisational objectives like viability, stability and growth can also be achieved through training. Training is important as it constitutes significant part of management control. Let us go through some benefits of training as below:

Drawbacks of the training

The training could be a failure due to the following factors:

- (i) Unrealistic goals
- (ii) Input overloads
- (iii) Alienation of participants
- (iv) Linkage failures

One of the methods for helping the trainees in the posts training period, i.e. while they are on the job is to encourage trainees to refer back their problems, which however, could be done only in consultation with the authorities of the implementing- agency organisation.

Problems of training

The training exercises/effort may suffer due to the absence of:

1. fully qualified, experienced and oriented trainers

2. facilities for trainer's training
3. poor budgetary allocations for training
4. flexibility
5. action-research on training
6. field exposure and staff development
7. adequate incentives to the trainers
8. general apathy towards training
9. proper physical infrastructure.
10. proper arrangements for evaluation of the training programme.

Training risks:

A training programme may suffer from the following risks:

Design risk. Among the several reasons leading to inappropriate design are the following:

- i) Training to deal with some symptoms and causes;
- ii) Training content and targets influenced by prejudice;
- iii) Internal and external trainers preferences;
- iv) Limited search in the choice of materials and methodology.

Conduct risk: In the actual conduct of the training, even with a good design, the following may be some of the possible risks:

- i) cancellation of some or more of the planned training events;
- ii) failure to get nominations;
- iii) failure of the nominees attending the course;
- iv) non-availability of faculty members or their substitutes;
- v) absence or inability of the Course director in integrating the inputs by different speakers towards the achievement of the goals; and
- iv) administrative lapses.

Learning risks. The level of learning could be at risk from the following factors:

- i) lack of interest in learning;
- ii) no perception of either awards for learning or punishment for not learning;
- iii) negative attitudes arising from personal and work role experience.
- iv) complacency and resistance to self-change;
- v) Sense of helplessness about self and others in the organisation in utilising training inputs.

Transfer risks: The stage of transfer may be found to suffer from the following difficulties: '

- i) lack of interest of the individual trainees;
- ii) lack of support from his superiors;

iii) partial or 'no implementation by group of joint commitments to action.

iv) turnover of the trainee:

v) wrong posting of the' trainee;

vi) lack of coordinated approach in strategy, organisation and systems; and

vii) other environmental crises.

A view-point is sometimes past forward that often the trainers have great difficulty in determining the kind of training needed for and what they expect it to accomplish. At the same time, it is extremely difficult to evaluate the results of such training.

The evaluation in respect of training as related, to trainers has been ignored more; than are other area in training. Methods of training have not been always properly evaluated. The fact that this evaluation like any other evaluation is a complex effort should not be a deterrent for making all reasonable efforts in evaluating whether or not such training is worth the corresponding effort of the trainer. Evaluation of a training programme/ course is very important not only form the point of improving training but also to help the participant trainees and trainers to function more effectively. Evaluation can be involving the total programme or it can be partial aiming at appraisal of some salient aspects.

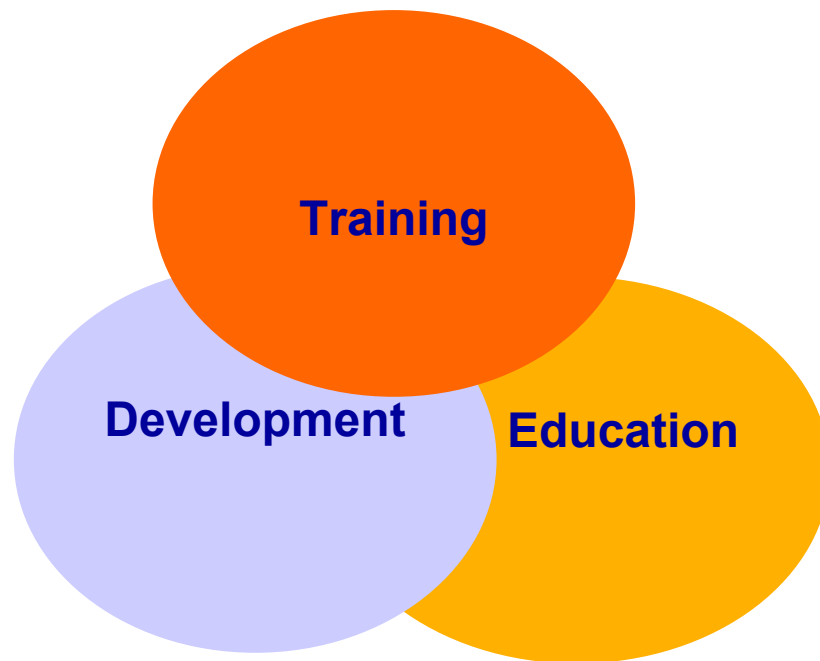
Training and Development

Employee training is distinct from management development or executive development. While the former refers to training given to employees in the areas of operations, technical and allied areas, the latter refers to developing an employee in the areas of principles and techniques of management, administration, organisation and allied areas. Following are the differences between training and development:

DIFFERENCE BETWEEN TRAINING & DEVELOPMENT

Training	Development
It is a short term process	It is a long term process
It utilises systematic and organised Procedure	It utilises systematic & organised procedures
Managerial personnel acquire skill of .training subordinates	Managerial personnel get conceptual & theoretical knowledge & skill or managing. It is rarely used.
Non-managerial personnel acquire technical skill & knowledge for a definite purpose.	Non managerial personnel acquire technical skill and knowledge for a long term purpose
It is primarily related with the job technical skill learning	It is mainly useful for long term management development process.

RELATIONSHIP BETWEEN TRAINING DEVELOPMENT AND EDUCATION



TRAINING AND EDUCATION:

Purpose of training is to supplement education.

Training goes hand in hand with education.

Learning is modification behaviour through training.

In all training there is some education and in all education there is some training . These two processes cannot be separated from development.

Training is concerned with increasing the technical skills and knowledge and operative skills in doing a particular job. Hence, mostly employers train their employees for a particular job. But the scope of education is broader. It includes acquiring not only technical skills and knowledge, but also behavioural skills and knowledge, general knowledge, social knowledge and the like. Thus, the purpose of education is to develop individuals. It is concerned with the changing environmental, political and social developments. Education is not only through formal instruction in the educational institutes, but also through training, observation, awareness and so on and so forth. Training normally has a more immediate and specific utilitarian purpose whereas education has long-range and general utility. Though it is difficult to differentiate training from education as they are closely interrelated, it can be said that training is part of education. According to Dale Yoder, "The use of the terms training and development in today's employment setting is far more appropriate than training alone since human resource can exert their full potential only when the learning process goes far beyond simple routine."⁴

DIFFERENCE BETWEEN TRAINING AND EDUCATION

Areas	Training	Education
Orientation	Application	Theoretical conceptual
Emphasis	Technical	Technical general
Learning	On the job and off the job	Class room
Scope	Specific Tasks	General Concepts
Payment	Trainee is paid to learn	Student pays to learn

Also see functional classification between training and personnel Management

Personnel Management		Training & Development	
Set Goal	Process manpower	Apprise man power	Appraise Competence
Decide strategies	Provide facilities	Identify trg.need	Arrange Mgt.Devplans
Developmentof culture	Staff the deptt	Plan/design T&D Prog.	Dvelop & maintain HR
		Evalute	Evalute System
ORGANISATIONAL EFFECTIVENESS			

Corporate Education

Corporate education has become a strategic function as we enter this century. In the best organizations, education is no longer the first to be cut back in a downturn. Rather, best-in-class corporate education is making a difference to the bottom line.

Good corporate education has an impact on:

- Retention
 - By providing employees careers paths and on-going development, they are less likely to leave for another employer. Many organizations are encouraging on-going academic development and paying for advanced degrees, both as a way to build capability and as a retention tool.
- Capability
 - When organizations know they have a broadly educated employee base, they are more willing to enter new product areas and expand business to new geographies.
- Productivity
 - Better educated employees with up-to-date skills are more likely to work efficiently and have good morale.

ARTICLE

Training vs. Education: A Distinction That Makes A Difference

It's tough to manage a bank these days. Restructuring has stretched our staffs incredibly thin. More and more of our employees are part-timers. Cut-throat competition has unleashed a torrent of new and complicated products. Our bankers must become extroverted sales professionals. Many of our people lack the skills to do their jobs effectively. In short, banks are facing a crisis of competence. And what are bank managers doing to prepare their staffs to meet these challenges? How are they managing the crisis? Not well, I fear. Last week the president of a major bank's investment subsidiary told me, "Our bank's platform staff have already been educated about mutual funds. They had attended a half-day sales seminar from our third-party provider four months ago, learning the features and benefits of their mutual funds. Not only that, the program was free."

Allow me to explain five places where I think he was going astray.

Training is not education

First of all, training is not education. Education is generally measured by tenure: you spent a day in the seminar or four years in college. Training, on the other hand, is measured by what you can do when you've completed it. Think of it this way. If your sixteen year-old daughter told you that she was going to take a sex education course at high school, you might be pleased. What if she announced she was going to take part in some sex *training* at school? Would that elicit the same response? Training is doing. Training improves performance. Seminars don't train

Second, while seminars are entertaining, they're generally not the best way to change behavior. Most of the content in a traditional seminar flows in one ear and out the other. Researchers report that people remember 90 percent of what they do, 75 percent of what they say, and 10 percent of what they hear. Three hundred thousand bankers have participated in Omega training. They have learned to sell and to make sound decisions. Not one has attended an Omega seminar. Platform bankers who attend BSA/Omega workshops do a lot more than warm chairs and listen. They "inherit" play money so they can identify with wealthy customers, they leave the workshop to shop the competition, they demonstrate their mastery of product information in mock-Jeopardy games, and they practice probing and selling skills on one another. They're active. They learn by doing.

What do you want them to do?

Third, for training to work, you must be clear about what you want people to accomplish when it's over. After all, the only reason to train people is to help them meet specific objectives. You can't afford to leave those objectives unstated or to delegate deciding your people's objectives to others.

A good objective will be actionable, for example "increase the number of relationships with each customer." A bad objective often describes knowing something rather than doing

something, for example, "gain more product knowledge." You must also decide whether a performance deficiency is really a training problem. The classic instructional designer's test is to ask, "If he had a gun to his head, could he do it?" If the answer is yes, you're facing a problem of motivation, not a training problem. If you do have a training problem, you must explicitly describe the behaviors you expect after training.

To hammer the message home, you must tell the trainees how you expect them to perform at its conclusion. For example, participants in the BSA/Omega workshops are told that, "When you have completed this module and the corresponding classroom experiences, you will be able to:

- Profile the full range of needs during customer interactions, paying particular attention to investment needs
- Explore customer investment needs upon noticing appropriate customer cues
- Determine appropriate referral destination
- Introduce your bank's investment alternatives to customers
- Convince customers that they should meet with Investment or Trust Representatives, arrange the actual meeting
- Handle obstacles to effective investment referrals
- Participate effectively in joint meetings with customers and Investment and Trust Representatives to facilitate close of sale and to gain increased product knowledge
- Follow up with customers to confirm referral and expand the relationship"

Beware of freebies

Fourth, in training as in life, there is no free lunch. "Free" training is often more expensive than no training at all. Putting aside trainee salaries, consider the opportunity cost of people who are not performing at their best. The cost of effective training pales in comparison to the bottom-line benefits it provides. Consider this: a platform person at one bank had never made an investment referral in her career. Interviewing a customer a few weeks after taking an Omega workshop, she asked, "How much money are we talking about?" She almost slid out of her chair when the customer responded, "\$1.1 million." She made the referral and the Trust Department has booked the business. Now they're working on her second referral of the month--for \$630,000 worth of business. Or consider this: within six months of conducting Omega workshops, one bank was startled to find that the average platform banker had generated referrals that led to \$100,000 of new mutual fund business.

The moral of these examples is that effective training is not a cost at all. It is an investment that pays substantial returns. It never ends

Fifth, training is not a one-shot deal; it's a process. Positive behaviors must be reinforced if they are to be retained. Did you study a foreign language in college?

You pore over the books and log time in the language lab. Maybe even travel for a month in France. You become proficient, if not fluent. As the years go by, and you never have an opportunity to speak or write the language, your skills atrophy. You can't remember anything except how to ask where the toilet is and how to count to ten. Maybe you did practice that language. In that case, tell me, how much geometry do you remember from high school? Bank training is no different. It takes practice. It takes a pat on the back. It takes a mentor who encourages the good behavior and discourages the bad. It takes a manager who sets realistic goals and monitors performance. Individual training programs are not enough to create success over time. Success requires a sustained performance

improvement system. Most things are easy to learn but hard to master. My advice to the senior banker that started me on this rant: Don't mistake action for results. In the course of helping bankers improve their performance over the past two decades, we've found that the only thing worse than learning from experience is not learning from experience.

If your staff is grappling with a crisis of competence, you're hardly alone. Be assured that your organization's performance will improve if your people are properly trained and coached. As Mark Twain once said, "There is nothing training cannot do. No thing is above its reach."

ARTICLE

A Look to the Future of Training and Development

Peter Senge popularized the concept of *learning organization* in his book *The Fifth Discipline*. He described them as places "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together"

Learning organizations appear to be proficient in a number of activities: systematic problem solving, experimentation with new approaches, learning from their own experience and history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organization (Garvin 1993). Learning in firms such as General Electric, Pittsburgh Plate Glass (PPG), and Xerox has been traced using a learning perspective that involves three stages: (1) cognitive--members are exposed to new ideas, expand their knowledge, and begin to think differently; (2) behavioral--employees begin to alter their behavior; and (3) improvement of performance--changes in behavior lead to measurable improvement in results (Howard 1992).

In an organization dedicated to creating a learning environment, training is a top priority. Learning organizations do not simply appear. They are fostered by devoting time, energy, and resources on a continuous basis to the training and development of employees. Taking steps to encourage learning through training and development activities and forums is essential to improved understanding, performance, and effectiveness

Humour in Training

A Personnel Officer had a head injury. The doctor operated and removed his brain and kept it aside while repairing his skull. A crow took away the brain. The doctor quietly repaired the skull and sent away the P.O asking him to come after one week for checkup. In the meanwhile, the doctor procured another brain for the P.O. but the P.O did not turn up. Doctor enquired of P.O. after one week why he did not turn up for brain replacement. The P.O. replied that he was working in HPCL and therefore it matters little whether he has brain or not. (You can use any company name for the joke)

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A union leader thought that anybody can perform the duties of a Personnel Officer and therefore applied for the post of a P.O. The selection committee went through his bio-data and were very much impressed by it. particularly for his experience in dealing with the management. Therefore the Committee put a question: "What do you understand by Collective Bargaining?" . "It means, management bargains and union collect" he replied

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At a farewell party to a retired officer. the boss commented: "He has retired now, but he stopped working since" long.

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In the Rashtrapati Bhavan. there was presentation ceremony of the Parama Vir Chakra medals. Everyone was asked to narrate his story of bravery for receiving the PVC medal. One lean' and thin soldier came forward. and said that he cut the leg of the enemy. When asked why he did not cut the head, the soldier replied that the enemy did not possess a head.

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Four persons were travelling by train and (heir conversation went like this:

First: "I am a brigadier. I am married. I have (hree sons and they are all doctors."

Second: "I am also a brigadier. I am also married. I have three Sons and they are all engineers."

Third: "How remarkable. I am also a brigadier. I am also married. I have three Sons and they are all lawyers."

The Fourth passenger was rather reticent. However, after much prompting, he started:

"I am not a brigadier. I am not married. But I have three sons, and they are all brigadiers."

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A foreign consultant came across a clerk in an office doing no work. He asked him "Why don't you work?"

"Why should I" asked the clerk.

"So that you can get promoted and make more money" said the foreigner.

"What is the point of earning more money" asked the clerk.

"So that you can retire early if you want and won't have to work" replied the consultant.

"I am not working now" pointed out the clerk.

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One day a teacher was teaching geography in a government aided school when the School Inspector came for a visit. The teacher said to the students that the river Ganga starts in the Himalayas and flows into the Arabian sea. When the School Inspector pointed out the mistake, the teacher replied that they were not getting their salaries since last six months and until they receive their salaries, the Ganga will continue to flow into the Arabian sea.

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India's most famous sitarist, Ravi Shankar, who once asked whether he practiced sitar daily. Shankar replied; "I believe in the saying that if you miss one day, you notice it. If you miss two days, the critics notice it. If you miss three days, the audience notice it

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A man had a one-rupee coin and wanted to know whether it is genuine. He met a lawyer on the road and asked him whether it was genuine or a counterfeit coin. The lawyer turned the coin one way and the other, tossed it in air, and caught it spinning down, looked hard at it and ultimately declared that it was a good coin. So saying, the lawyer pocketed the coin and said. "you asked for my opinion and I have given you that. This rupee is the fee for my legal opinion."

* * * * *

There was once a famous musician who sang before a Nawab and got land gift from the Nawab. The Court Officer was not happy with the Nawab's generosity. But he could not go against the orders of the Nawab. So he wrote out a deed and handed it over to the musician. The document mentioned one hectare in Kashmir, once hectare near Ujjain, one hectare in Assam and so on to make up his hundred hectares. The musician found it impossible to cultivate the land so scattered. He therefore complained to the Nawab against the Court Officer that the officer had written the title deed of lands far off. The Officer explained to the Nawab: "Sir, he is wrong, see how closely I have written. If I write still closer, no one

can read this document." The Nawab looked at the document and agreed with it. He called the musician and said: "you have misled me and the one hundred hectares of land which I gave you as gift is cancelled."

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A man helped a Minister and requested something in return. "What do you want" asked the Minister. "I want to be a postmaster" replied the man. "But you can neither read nor write.. How can you work in a post office?" enquired the Minister. "Who is talking of work? I do not want to be an Assistant Postmaster. I want to be a Postmaster" insisted the man.

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A counterfeit note manufacturer took a 15 rupee note to a remote village where he thought he could exchange it with ease. He asked a Pan Shop Wallah whether he has change for the Rs

15. The Pan Wallah readily exchanged it with two Rs 7.50 notes.

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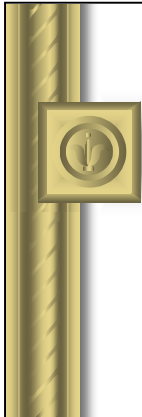
St. Peter went to Heel and found that in the dining hall a long table was spread with good food. On either side were rows of persons but their hands were tied with long wooden ladles. They were unable to feed for themselves. St. Peter then went to Heaven. He saw there a similar scene in the dining hall, but here each person was feeding the one opposite to him thus helping each other for mutual benefit.

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Zuben Mehta was garlanded with roses at one concert. With the garland round his neck, Zuben started conducting the orchestra but the rose petals were falling down. In the audience a person

wispered: "By the time the concert is finished he will be Left with' the thread". His wife, silting by his side, said "But he will stand on rose petals after his' successful concert."


POINTS TO PONDER:



*SOME THOUGHTS
ON TRAINING*



- *The cost of training is paid once, value is realized every time that knowledge or skill is applied*



- *The value of a worker is directly related to their functioning capability which is directly related to training*

● *Success breeds success.
Structure training programs
so it is easy to learn. Each
question or problem
successfully answered,
builds self confidence and
increase one's enthusiasm for
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● *The value of a worker is
directly related to their
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training*

● *The use of Self-study training materials on fundamentals prior to on site classes or outside seminars is a low cost way to help insure a successful outcome*

● *Utilize purchased training programs to teach fundamentals so resources can be conserved for the development of plant specific equipment and procedure training*

● *Training should be part of a risk management strategy for reducing the probability of personal injury, property loss and environmental incidents. A single incident can result in costs thousand of times the combined cost of a good training program, proper equipment selection and safe work practices.*

● *Training in maintenance fundamentals is essential to competing in a worldwide economy*

● *More new employees with no practical exposure to basic tools are joining the work force, An understanding of basic tools is an essential part of mastering basic mechanical tasks*

● *Training is an investment, not a cost. Benefits include, improved productivity, higher yields, improves safety, reduced chance of environmental incidents, more process up time and improved employee moral*

- *"There is nothing training cannot do. Nothing is above its reach. It can turn bad morals to good; it can destroy bad principles and recreate good ones; it can lift men to angelship."*

- *The Value of Training The duration of an athletic contest is only a few minutes, while the training for it may take many weeks of arduous work and continuous exercise of self effort. The real value of sports is not the actual game played in the limelight of applause, but the hours of dogged determination and self discipline by the exacting conscience.*
- *The applause soon dies away, the prize is left behind, but the character you build is yours forever.*

Now try to think and write about this:

1. Distinguish between training and education?

2. Are you trained or educated in your college.

3. What purposes does training serve?

4. Explain the ingredients of a good training programme for the employees at various levels.

5. What are the objectives of training?

6. . Identify those organisational problems which cannot be solved by training?

7. What are the training inputs? Identify the areas of training .

BASIC TERMS IN TRAINING

Information

At its most basic form, a piece of information about something is a "unit of awareness" about that thing. (A field of philosophy, epistemology, includes analysis of what is really information and what isn't. This field might visit the question: "If a tree falls in the forest, does it make a sound?") Some people think that this awareness occurs only in the brain and, therefore, usually comes from some form of thought. Other people also accept information as a form of realization from other forms of inquiry, e.g., intuition.

Knowledge

Knowledge is gleaned by organizing information. Typically, information evolves to knowledge by the learner's gaining context, perspective and scope about the information.

Skills

Skills are applying knowledge in an effective and efficient manner to get something done. One notices skills in an employee by their behaviors.

Task

A task is typically defined as a unit of work, that is, a set of activities needed to produce some result, e.g., vacuuming a carpet, writing a memo, sorting the mail, etc. Complex positions in the organization may include a large number of tasks, which are sometimes referred to as functions.

Job

A job is a collection of tasks and responsibilities that an employee is responsible to conduct. Jobs have titles.

Role

A role is the set of responsibilities or expected results associated with a job. A job usually includes several roles.

Learning

Typically, learning is viewed as enhancing one's knowledge, understanding or skills. Some people see learning as enhancement to one's knowledge, awareness and skills. Some professionals view learning as enhancing one's capacity to perform. Some view learning as a way of being that includes strong value on receiving feedback and increasing understanding. It's important to note that learning is more than collecting information -- more than collecting unreferenced books on a shelf. Depending on the needs of the learner, knowledge is converted to skills, that is, the learner knows how to apply the knowledge to get something done. Ideally, the skills are applied to the most appropriate tasks and practices in the organization, thereby producing performance -- results needed by the organization.

Continuous Learning

Simply put, continuous learning is the ability to learn to learn. Learning need not be a linear event where a learner goes to a formal learning program, gains areas of knowledge and skills about a process, and then the learning ceases. If the learner can view life (including work) as a "learning program", then the learner can continue to learn from almost everything in life. As a result, the learner continues to expand his or her capacity for living, including working.

Training

This term is often interpreted as the activity when an expert and learner work together to effectively transfer information from the expert to the learner (to enhance a learner's knowledge, attitudes or skills) so the learner can better perform a current task or job.

Education

This term seems to be the most general of the key terms in employee training. Some professionals view education as accomplishing a personal context and understanding of the world, so that one's life and work are substantially enhanced, e.g., "Go get an education." Others view the term as the learning required to accomplish a new task or job.

Development

This term is often viewed as a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance. This development often includes a wide variety of methods, e.g., orienting about a role, training in a wide variety of areas, ongoing training on the job, coaching, mentoring and forms of self-development. Some view development as a life-long goal and experience.