



---

## A CONCISE STUDY OF LITERATURE ON TRAINING AND DEVELOPMENT AS A PART OF HR ACTIVITY

---

**Mrs. Prajakta Tembhurne**

Research Student  
Rashtrasant Tukdoji Maharaj Nagpur  
University, Nagpur

**Dr. Sangita Jiwankar**

M. Com., M. Phill., Ph.D.  
Associate Professor,  
Department of Commerce,  
Dhanwate National College, Nagpur

---

### ABSTRACT:

After liberalization, the organizations are undergoing various changes in the technology and overall approach. The important stake holder who has to undergo changes in the system is the employees working in the organization. Training and development is considered as the important function of human resource department and signifies its role in change management. An extensive study of literature in terms of research findings from studies that have been trying to measure and understand the impact that training and development have on employee productivity and effectiveness in various sectors. Developing a training and development policy requires strategic planning. A well constructed training and development activity is a powerful tool in establishing standards and possibilities. The basic purpose is to meet the business objectives. Some studies found a positive association, some negative and some no association between training and its effectiveness.

**Key Words:** Challenges, Strategy, HRD, Training, Development,

### INTRODUCTION:

The present scenario of business world is characterized by technology advancement, market globalization and ever growing competition. Strategic move for sustainable competitive advantage is a key for today's business. To grow, organizations need to undergo changes. The changes are easily accepted by the employees if proper training is supported for the changes. Instead of going for new recruitments, developing the available human workforce, helps the organizations as loyalty and credibility is already proved. Thus training and development becomes the important function of the HR department. According to Sue Brelade (1999)<sup>1</sup>, the increasing emphasis on developing and deploying 'intellectual capital' as a route to service excellence and competitive advantage

had led to a corresponding demand for a strategic approach to training and development. The author pointed out that for developing a training strategy an organization need expertise in:

1. Analyzing the present situation,
2. Describing the desired future situation
3. Identifying the steps from the present to the desired situation.

M.P Srivastava (2000)<sup>2</sup>,in his article on Management and Training concluded that in the new economy era, skills rather than academic tags, creativity rather than years of experience and skill development through training rather than education are things that matter the most. The way to avoid stagnation is to make sure that the employees in the organization are equipped with correct skills. The skills need to be updated periodically with the latest and the best technique.

### **IMPORTANCE OF TRAINING:**

Various researchers have high-lighted the importance of training and development programmes in the organizations. The researchers also pointed out what kind of training is not expected and how to evaluate impact of training. Jerry Hallier and Stewart Butts (2000)<sup>3</sup>conducted a study in UK and observed that, while HRM has stimulated studies assessing the extent of training, there has been little sustained research into trainer roles and influence. Considering the assumptions and tactics that trainers use to enhance their influence, semi structured interviews of trainers in public and private sector organizations were conducted. The study reveals that, at a rudimentary level of service, attendant approaches to build credibility with line management, locks training into a subservient position. Likewise, while shared threats can close some of the status gap between training and line management, alliance tactics are insufficient to improve the general status of trainers. High status training is not achieved by a progressive passage through a common sequence of mobility stages. It develops from a supportive training culture where trainers develop new ways to assess their organizational contribution on conventional performance criteria and from charismatic trainers innovating training knowledge. Continually reinventing their contribution, however, means that high status remains conditional.

Mike Falkner Minstam (2000)<sup>4</sup>,in his article, ‘How to ensure the success of your training event’ took an innovative look at evaluating training and argued that evaluation should be the first step, rather than the last. The author also presented that training cycle should consist of:

- a. Identifying training needs,
- b. Developing training plans,
- c. Implementing training and
- d. Measurement of training effectiveness.

He viewed each stage of the training cycle should be evaluated before moving on to a subsequent stage.

### **REQUIREMENT OF TRAINING AND DEVELOPMENT:**

Various researchers have studied what is the requirement of training and development. It was really interesting in knowing various aspects of requirement of training. Oliver Tian<sup>5</sup> (2000), discussed the Holistic Approach of Training. He viewed that training was no longer business overhead, but a fundamental need for companies to compete effectively in knowledge based economy. He also emphasized that a holistic approach to training was needed and the holistic approach requires an integration of learning and innovation with business objectives and expected outcome. He emphasized on ILE that is integrated learning environment. According to Shishupal Singh Badhu and Karunesh Saxena<sup>6</sup> (1999), Role of Training in Developing Human Resources is another work of relevance. In this paper, the authors concluded that an organization should have well-defined training policy as well as training manual and training should be made an ongoing process. Regarding the executive development programmes the authors have concluded that, these programmes have been found to be useful in improving the productivity, efficiency and effectiveness of managers. The authors have suggested that these programmes should be included as an integral part of the training programme. Julie Hay<sup>7</sup> (2000), highlighted how assessment and development centers work, why they differ from training events and how the two can, successfully, be combined. The author views that, when assessment centre and training and development initiatives are combined, they generate a lot of information about the development needs of individuals who can then seek out appropriate training programmes or other development approaches. They also become basis for training needs analysis.

### **EVALUATION OF TRAINING:**

Various organizations organize different kinds of training and development programmes, but till the time the impact of the training is not evaluated the efforts are vein. Jack Phillips<sup>8</sup> (2001), in his article, "How to Measure Returns in HR Investments", pointed out the need of key categories of information for evaluating training. These are (i) the participants' reaction to the training and what they plan to do as a result; (ii) changes in knowledge, skills or attitudes; (iii) how the training is applied on the job; (iv) measurable business results, such as more sales or quality products; (v) the calculated return on investment; and (vi) intangible measures that can't be converted to financial values. His discussion on these information is significant. T.K. Das (2001)<sup>9</sup>, In a study discusses a comprehensive programme for changing the role behaviour of a

managerial cadre, steeped in traditional hierarchical norms, for greater effectiveness within a new organizational design. A significant component of the Change programme was to educate the managers in role-related concepts as a means of self-appreciation of appropriate role behavior. This relates the key aspects of the experience of changing the role behaviors of various types of managers against the distinctive backdrop of strategic transformation of a large banking organization in a developing country. The principal objective of the transformation was to re-build the bank so it could successfully carry out an ambitious expansion of its branch network and business. The revamped organizational design demanded a new managerial outlook and new administrative practices. The article deals with the design of the training programme and the experience with it in the context of implementing the organizational transformation.

### **CHALLENGES:**

The simple process of training becomes ineffective when the respondents are not aware of why the training is given to them. The other draw back could be diversity in culture, or not matching with the speed. Niki Glaveli; Stella Kufidu (2005)<sup>10</sup>, discussed and tried to analyze the changes that took place in the Greek banking industry in the last years, their impact on the role of employees training and development for strategy implementation and success, using four case studies to investigate the effect of the environmental changes on these particular banks and the role of their training and development strategies in adjusting themselves to the changing industry environment. The rapid growth and products diversity endangered by a changing internal and external environment fostered by deregulation created a need for additional and more focused training and development. The beneficial effects of training were expected in terms of skills, cultural and role changes, decrease of tensions and insecurities, motivation, commitment, customer satisfaction, reduction of conflict in the workplace and finally quality improvement.

Phillip Atkinson (2000)<sup>11</sup>, discussed the Challenge of Training and Development. He argues that for organizations to develop competitive edge in promoting the transfer of learning into a tangible business results, they have to create a climate that rewards learning, stretch and challenge. Without this environment it will be difficult to retain the 'high flyers' and they will move to organisation that do promote learning as the culture. Damodar and Dan (2001)<sup>12</sup> have studied about competency assessment and need identification for training of nine supervisors of sales officers, eight supervisors of office-in-charges, 20 supervisors of operation officers and eight supervisors of location heads evaluated the competencies of their respective subordinates on 47 dimensions. Gaps were assessed between required, and existing levels of

competencies. By analyzing gaps in 10 important competencies for each work area, existing competencies of the employees were found to be lower than required competencies. Deficiencies or gaps in competencies were found in a greater number of behavioural skills compared to technical skills. Deficiencies in the three most important competencies for sales officers were planning of work, listening to others, and working with computer. For office-in-charge deficiencies were business aptitude, business decision-making, and team management. For operation officers taking initiative, managing a team, and being a team player were the deficiencies, gaps in competencies overlapped across work areas. Deficiencies in competencies of generating creative ideas, and taking initiative were common to four work areas and deficiencies in self-motivation and team management were common to three work areas; the deficiencies in business aptitude, technical aptitude, problem analysis, networking, conflict resolution, working with computers, encouraging participation, managing a change and goal orientation were common to employees of two work areas.

RavindraNathSaxena (2006)<sup>13</sup>, assessed the impact of training focused on personal growth conducted at a large public sector bank on the behaviour and performance of its officers by using a quasi-experimental design by comparing an experimental group and a control group. Likert type scale was used for obtaining data on behavioural variables. Analyses were made. The results revealed that the training has led neither to any significant improvement in the behaviour of the experimental group nor their performance. A diagnosis of the causes for failure of the training has also been done.

### **CONCLUSION:**

Various factors and events have brought about changing the policies of organizations towards the enhancement of employees by providing training and development in the required areas. By providing extensive training and help in the development of ability of the employees to reach their ambitions within the organization, the organizations want to consider these expenses as assets for overall growth of the organization. As rightly said, prior to designing any training or development programme, the participants must be aware about the benefits and its utilization. This will help in increasing their motivation to attend and add value to the programme. The skills of employees need to be updated periodically with the latest and the best technique. Thus organizations need to create an environment that rewards learning, stretch and challenge, this will help to develop competitive edge in promoting the transfer of learning into a tangible business results.

### **REFERENCES:**

1. Sue Brelade (1999), 'Developing a Training Strategy', Training Journal, July 1999, pp. 28-31.
2. M.P. Shrivastava, 'Management and Training', Employment News, Dec 2000, pp. 23-24.
3. Jerry Hallier and Stewart Butts, 'Attempts to advance the role of training: process and context, Employee Relations', vol. 22 issue 4, pages 375-402.
4. Mike Falkner Minstam (2000), 'How to Ensure the Success of Your Training Event', Manager, The British Journal of Administrative Management, July/ August, pp.26-27.
5. Oliver Tian, 'The Holistic Approach to Training', The Economic Times, May 2000, p.23.
6. Shishupal Singh Badhu and Karunesh Saxena, 'Role of Training in Developing Human Resources: Study of Selected Industrial Organizations of Rajasthan', The Indian Journal of Commerce, Vol-52, No-1 January – March 1999 pp. 57-56.
7. Julie Hay, 'Assessment and Development Centres: the Links with Training and Development', Training Journal, January 2000, pp.14-16.
8. Jack Phillips, 'Transforming Human Resources in the New Economy: Developing the Next Generation of Global HR Managers at Deutsche Bank AG', Human Resource Management, New York: Fall 2001. Vol.40, Issue 3; pp 261
9. T.K.Das, 'Training for changing managerial role behaviour: Experience in a developing country', Journal of Management Development, vol. 20 issue 7, pages 579-603.
10. Niki Glaveli; Stella Kufidu, 'The old, the young and the restless: A comparative analysis of the impact of environmental change on training in four Greek banks, European Business Review; 2005 vol.17 issue - 5 pp 441.
11. Phillip Atkinson, 'The Challenge of Training and Development: Nurturing a Learning Culture, Training Journal, 2000 December, pp.10-14.
12. Damodar Suar, Abhi K. Dan, 'Competency assessment and need identification for training', Indian journal of training and development, Vol. XXXI, No.4, Oct-Dec 2001, pp 68-76.
13. Ravindra Nath Saxena, 'Impact Evaluation of Personal Growth Training: A Quasi-experimental Design, ASCI Journal of Management Vol. 35 1&2 March 2006 pp 28-38.