

The Importance of Training Courses Provided by the Department of Human Resources Management to Improve Employees Performance

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ABSTRACT: *This study provides invaluable insights and information on the significance of training courses and their impact on the development of both government and business organizations. That is, the researcher highlights the relevance of training and development in the ever-changing world of service delivery, be it in private or public institution and particularly its relevance for the situation in the UAE. The study also brings out the problem statement, objectives, vision and the mission. The UAE witnesses an era of technological, social change, and unprecedented development in all spheres of life. To safeguard its sustainable development, appropriate and skilled human resources are essential to ensure the production of high quality and to implement more efficient and effective production processes based on new technologies. Thus, proactive human resources management is highly essential and highly required in the UAE in order to achieve the abovementioned change and to allow organizations in the UAE to meet the challenges today and in future. The study includes good practices in human resources management and training carried out by the various departments of human resources management throughout the world, especially in the developed countries. The study covers a range of issues about training of qualified staff and setting up training programs, to competence mapping and management development. Some of these issues have been presented at a number of seminars and workshops on human resources management and training from 2006 up to date.*

Objectives of the Study

The following are the specific objectives of this study:

- i. To find out the training courses that can best ensure sustainability in our national organizations.
- ii. To find out the knowledge and level of awareness of the training and development programs at the human resources departments.
- iii. To examine how the training courses are being implemented.
- iv. To determine the challenges faced by human resources departments in implementing their training courses.
- vi. To make recommendations for improving the quality of training courses.

The ultimate goal of this study is to investigate the training courses and development practices offered by human resources department and to suggest ways of enhancing the development of human resources in organizations for the sake of efficient and effective service delivery.

VISION

The study upholds an insightful vision aims to maximize the capability of all staff at government level or businesses and strives to recognize and nurture high potentials, building a high performing agency and ensuring long-term organizational sustainability via providing quality training courses.

Mission Statement

The mission of the Human Resources Department is to contribute to the organization's durability and sustainability by developing a solid human resources strategy that supports customer-orientation as well as delivery of high-quality advisory and services, in strict compliance with legal, moral, social and economic standards.

To achieve the above mentioned mission, the human resources department should develop, master and implement all human resources' processes that will meet the company's present needs; as well as anticipate its future needs by managing future resources in advance, developing the employees' employability and creating a synergy with both the company's Operational Units and the market by encouraging dialogue and the exchange of information and insights.

Statement of the Problem

Even though human resources departments in the UAE offer training courses and development programs, it appears their implementation has not been properly carried out. The majority of organizations appears not aware

of the nature of training courses and therefore do not have adequate knowledge of the training and development programs offered by the human resources departments. The process of selecting staff for training does not follow the laid down procedures as specified in the policy of organizations. Inadequate financial resources have and continue to affect the budgetary allocations for training courses especially training on modern and critical skills, making it difficult for such organizations to achieve their training targets. As a result of these, the training and development programs have over the years not been enhanced to enable these organizations to maximize the potentials of their entire workforce. This critical problem has therefore provoked a study on the training and development programs of human resources at our national organizations.

I. INTRODUCTION

Training is an organized activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training courses. According to Edwin B. Flippo, training is the act of increasing the knowledge and skills of an employee for doing a particular job. Training involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behavior of those trained and to enable them to do their jobs better. Training makes newly appointed workers fully productive in the minimum of time. Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing the things.

In fact, training is a continuous process. It does not stop anywhere. The managers are continuously engaged in training their subordinates. They should ensure that any training program should attempt to bring about positive changes in the (i) Knowledge, (ii) skills, and (iii) attitudes of the workers. The purpose of training is to bring about improvement in the performance of work. It includes the learning of such techniques as are required for the better performance of definite tasks. The objective of training is to achieve a change in the behavior of those trained. In the industrial situation, this means that the trainees acquire new techniques skills, problems solving abilities and develop proper, work attitude. The trainees apply the newly acquired knowledge on the job in such a way as to keep them in the achievement of organizational goals and targets. Training is a necessary activity in all organizations. It plays a large part in determining the effectiveness and efficiency of the organization. Training is must for all. A training program enables the trainee to achieve the reasonable level of acceptable performance. To achieve improved performance and increase in productivity, quality and profitability, training is required. It changes organizational climate and culture, improves health and safety and possibility and personal growth and development.

Training is generally intended to provide training experiences that help people perform efficiently in their present and future jobs. Training is a process in which abilities are developed into specific required skills knowledge or attitudes. Thus, managing the training process can go a long way towards enhancing its effectiveness. If training programs are well conceived and well executed, both the organization and its employees benefit. A comprehensive process helps managers ensure that the objectives of the training program are met. Training enables the employees to get acquainted with jobs and also increase their aptitudes and skills and knowledge. It makes newly recruited employees fully productive in the minimum of time. Even for the old workers, it is necessary to refresh them and to enable them to keep up with new methods and techniques as well as new machines and equipments for doing the work. Thus, training is not a one-step process, but it is a continuous or never-ending process because it increases the knowledge and skills of new employees in performing their jobs and serves as a refresher course for the old employees. Training in job will never be finished as long as the organization remains in operation. At any given time, the different phases of training courses will be found at practically every stage of progress. Men may be learning by their own experiences and by trial and error methods. Training does not disappear from any organization merely because its presence is ignored. The purpose of training is to bring about improvement in the performance of workers. It includes the learning of such techniques as are required for the intelligence performance of definite task.

There is a growing realization about the importance of training in organizations, especially after globalization. This has posed a lot of challenges to industries. Without efficiency, effectiveness and competency, it would be impossible to survive and to be internationally competitive, all out efforts are required. Quality innovation, technology upgrading, cost reduction and productive work culture, have thus become the slogans of every industry, which no organization will be able to achieve without continuously training its human resources. Justifiably, therefore, there is an upward trend in investment in training in many organizations.

However, increasing the investment in training and hiking training budgets is not going to achieve desired results. There are certain fundamentals and basics in training which must be given due importance if investments have to bring in returns.

II. BACKGROUND

Human Resource Management (HRM) is a relatively new approach to managing people in any organization. People are considered the key resource in this approach. It is concerned with the people dimension in management of an organization. Since an organization is a body of people, their acquisition, development of skills, motivation for higher levels of attainments, as well as ensuring maintenance of their level of commitment are all significant activities. These activities fall in the domain of human resources management.

Human Resource Management is a process, which consists of four main activities, namely, acquisition, development, motivation, as well as maintenance of human resources. Scott, Clothier and Spriegel have defined Human Resource Management as that branch of management which is responsible on a staff basis for concentrating on those aspects of operations which are primarily concerned with the relationship of management to employees and employees and with the development of the individual and the group.

Human Resource Management is responsible for maintaining good human relations in the organization. It is also concerned with development of individuals and achieving integration of goals of the organization and those of the individuals. Northcott considers human resource management as an extension of general management, that of prompting and stimulating every employee to make his fullest contribution to the purpose of a business. Human resource management is not something that could be separated from the basic managerial function. It is a major component of the broader managerial function. French Wendell defines human resource management as the recruitment, selection, development, utilization, compensation and motivation of human resources by the organization. According to Edwin B. Flippo, human resource management is the planning, organizing, directing and controlling of the procurement, development of resources to the end that makes individual and societal objectives are accomplished. This definition reveals that human resource management is that aspect of management, which deals with the planning, organizing, directing and controlling the personnel functions of the enterprise.

More specifically, human resource management (HRM) consists of those activities designed to provide for and coordinate the people of an organization. These activities include determining the organizations human resource needs, assisting in the design of work systems, recruiting, selecting, training and developing among others. Human resources management seeks to build and maintain environment for quality excellence to better enable the workforce to achieve the company's quality and operational performance objectives ((Evans and Lindsay, 1999). Writing in a book titled Human Resources - Nature of the Labor Market, Pearce and Robinson (2009) contends that a firm's ability to attract and hold capable employees is essential to its success.

However, a firms personnel recruitment and selection alternatives often are influenced by the nature of its operating environment. But more importantly the ready availability of people with the needed skills could come from the organization, if it has a well structured mechanism for training and career development of its employees. Where organizations may not have the capabilities to develop, implement, and monitor training and career development planning, outsourcing may be the best option. According to Pearce and Robinson (2009), outsourcing has been found to be successful in human resource management. They reported that a survey of human resource executives in America revealed that 35% have personal experience leading an outsourcing effort within their organizations and two-thirds of pension departments have outsourced at least one human resource function. HRM activities, costs and assets associated with the recruitment, hiring, training, development and compensation of all types of personnel, labor relations activities, and development of knowledge-based skills must be given equal and parallel attention, (Pearce and Robinson, 2009). Writing on key functional tactics in HRM, Pearce and Robinson (2009) outlined three typical questions that HRM tactics should answer with respect to career development and training that is: What are our future human resource needs? How can we prepare our people to meet these needs? How can we help our people to develop?

The strategic importance of human resource management (HRM) tactics received widespread endorsement in 1990 (Evans and Lindsay, 1999). HRM tactics aid long-term in the development of managerial talent and competent employees, and guiding the utilization of human resources to achieve both the firm's short-term objectives and employee's satisfaction and development. The recruitment, selection, and orientation should establish the basic parameters for bringing new people into a firm and adapting them to "the way things are done" in the firm. The career development and training component should guide the action that personnel take to meet the future human resources needs of the overall business strategy. Citing the case of Merrill Lynch, a major brokerage firm whose long-term corporate strategy is to become diversified financial service institution.

Pearce and Robinson (2009) indicated that in support of its long-term objectives, it has incorporated extensive early career training and on-going career development programs to meet its expanding need for personnel with multiple competencies.

HRM's paradigm shift involves looking at people expense as an investment in human capital (Evans and Lindsay, 1999). One of the results of this shift in perspective has been the downsizing and outsourcing phenomenon of the last quarter century. While this has been traumatic for millions of employees in companies worldwide, its underlying basis involves an effort to examine the use of 'human capital' to create value in ways

that maximize the human contribution. This scrutiny continues to challenge the HRM to include recent major trends to outsource some of all HRM activities not regarded as part of a firm's core competence. As people are the most important resource in any organization, the human resource function plays an essential role in quality management. Employees must have the proper skills and hence training and motivation in order to do quality work (Evans and Lindsay, 1999).

Citing HRM best practices, Evan and Lindsay (1999) indicated that such organizations:

- i. integrate human resource plans with overall quality and operational performance plans to fully address the needs and development of the entire workforce
- ii. They involve all employees at all levels and in all functions.
- iii. They make extensive investment in training and education.

According to them, at Wainwright industries, associates are fully engaged in quality training efforts beginning with their first day on the job. During new associate orientation, senior managers explain the importance of quality and customer satisfaction and outline the company's approaches to continuous improvement. Follow-up sessions are held 24 and 72 days after the start of employment. The company invests up to 7% of its payroll in training and education. All associates take courses on quality values, communication techniques, problem solving, statistical process control, and synchronous manufacturing.

At Dana Commercial Credit, training and education needs and effectiveness are reviewed monthly, focusing on skill enhancement of those people including senior managers, who have direct contact with customers. According to Evans and Lindsay (1999), AT &T uses a systematic methodology called the Instructional Technology Approach to access, analyze, and develop curricula to identify and address skills and development gaps. Above all, it is imperative that all human resource activities are tied closely to the overall organization objectives. Until recently, most organizations neglected the strategic aspects of human resource management, relegating HRM to a support function. Today, most progressive firms recognized that HRM plays a key role in developing a viable competitive strategy. Motorola aligns its training plans to business goals (Evans and Lindsay, 1999).

III. OBJECTIVES OF HUMAN RESOURCE MANAGEMENT

The objectives of Human Resource Management, according to Scott, Clothier and Spiegel, in an organization, is to obtain maximum individual development, desirable working relationships between employers and employees and employees and employees, and to affect the molding of human resources as contrasted with physical resources. The basic objective of human resource management is to contribute to the realization of the organizational goals. However, the specific objectives of human resource management are as follows:

- (i) To ensure effective utilization of human resources, all other organizational resources will be efficiently utilized by the human resources.
- (ii) To establish and maintain an adequate organizational structure of relationship among all the members of an organization by dividing of organization tasks into functions, positions and jobs, and by defining clearly the responsibility, accountability, authority for each job and its relationship with other jobs in the organization.
- (iii) To generate maximum development of human resources within the organization by offering opportunities for advancement to employees through training and education.
- (iv) To ensure respect for human beings by providing various services and welfare facilities to the personnel.
- (v) To ensure reconciliation of individual/group goals with those of the organization in such a manner that the personnel feel a sense of commitment and loyalty towards it.
- (vi) To identify and satisfy the needs of individuals by offering various monetary and non-monetary rewards.

In order to achieve the above objectives, human resource management undertakes the following activities:

- (i) Human Resource Planning, i.e., determining the number and kinds of personnel required to fill various positions in the organization.
- (ii) Recruitment, selection and placement of personnel, i.e., employment function.
- (iii) Training and development of employees for their efficient performance and growth.
- (iv) Appraisal of performance of employees and taking corrective steps such as transfer from one job to another.
- (v) Motivation of workforce by providing financial incentives and avenues of promotion.
- (vi) Remuneration of employees. The employees must be given sufficient wages and fringe benefits to achieve higher standard of living and to motivate them to show higher productivity.
- (vii) Social security and welfare of employees.

Thus, all organizations must manage four resources: money, equipment, information, and people. Investments in better equipment may speed up production or reduce waste. Information is power; data about products, prices, and customers are essential to every business. Investments in training and development of employees can make them more productive or more effective in their jobs, directly contributing to the bottom line. Burke and Day's (1986) meta-analysis of managerial training effects (across six training content areas, seven training methods, and four types of training outcomes) showed that managerial training is moderately effective. Collins and Holton (2004), in their evaluation of 83 studies,

From 1982 to 2001, including education, government, medical, and military organizations, came to a similar conclusion. Even a moderately effective training program can have a substantial effect. A training program for 65 bank supervisors was found to cost \$50,500, but the utility to the organization was over \$34,600 in the first year, \$108,600 by the third year, and more than \$148,000 by the fifth year (Mathieu & Leonard, 1987). To sum up, the purpose of training and management development programs is to improve employees' capabilities and organizational capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. Training and development programs may be focused on individual performance or team performance. Thus, the creation and implementation of solid and up-to-date- training programs represents the cornerstone for the development of organizations and ensure their sustainability in the job market place.

Training and Developing Employees

Development programs should be based on offering training courses and management development needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organization (Watad & Ospina, 1999). To be effective, training and management development programs need to take into account that employees are adult learners (Forrest & Peterson, 2006). Knowles's (1990) theory of adult learning is based on five ideas:

- (a) adults need to know why they are learning something,
- (b) adults need to be self-directed,
- (c) adults bring more work-related experiences into the learning situation,
- (d) adults enter into a learning experience with a problem-centered approach to learning, and
- (e) adults are motivated to learn by both extrinsic and intrinsic motivators. Having a problem centered approach means that workers will learn better when they can see how learning will help them perform tasks or deal with problems that they confront in their work (Aik & Tway, 2006).

At different stages of their careers, employees need different kinds of training and different kinds of development experiences. Although a business degree might prepare students for their first job, they will need to gain knowledge and skills through education and experience as they progress through their career. Peters (2006) suggests that there are four stages of management education with different learning outcomes:

1. Functional competence, an understanding of finance, accounting, marketing, strategy, information technology, economics, operations, and human resources management;
2. Understanding context and strategy and how organizational processes interrelate, to make sense of societal changes, politics, social values, global issues, and technological change;
3. Ability to influence people, based on a broad understanding of people and motivations; and
4. Reflective skills, to set priorities for work efforts and life goals. Therefore, to maximize the effectiveness of training and development, organizations must constantly assess their employees' current training and development needs and identify training and development needs to prepare employees for their next position. This requires that organizations recognize that different employees will have different needs and that these needs will change over time as these workers continue in their careers.

Thus, once we have planned our staffing, recruited people, selected employees, and then compensated them, we want to make sure our new employees are successful.

One way we can ensure success is by training our employees in three main areas:

1. **Company culture.** A company culture is the organization's way of doing things. Every company does things a bit differently, and by understanding the corporate culture, the employee will be set up for success. Usually this type of training is performed at an orientation, when an employee is first hired. Topics might include how to request time off, dress codes, and processes.
2. **Skills needed for the job.** If you work for a retail store, your employees need to know how to use the register. If you have sales staff, they need to have product knowledge to do the job. If your company uses particular software, training is needed in this area.

3. **Human relations skills.** These are non-job-specific skills your employees need not only to do their jobs but also to make them all around successful employees. Skills needed include communication skills and interviewing potential employees.

Purpose of Training and Development

According to Quinn, Anderson and Finkelstein (1996), the goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. They contend that recently it has been acknowledged that to gain competitive advantage, training has to involve more than just basic skills development.

Reasons for emphasizing the growth and development of personnel include;

- i. Creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization.
- ii. Enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff.
- iii. Building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale.
- iv. Ensuring adequate human resources for expansion into new programs.
- v. Research has shown specific benefits that a small business receives from training and developing its workers, including:
 - vi. Increased productivity.
 - vii. Reduced employee turnover.
 - viii. Increased efficiency resulting in financial gains.
 - ix. Decreased need for supervision.

Contributing to the debate on the general benefits from employee training and development, McNamara (2008) stated numerous benefits namely:

- i. Increased job satisfaction and morale among employees
- ii. Increased employee motivation
- iii. Increased efficiencies in processes, resulting in financial gain
- iv. Increased capacity to adopt new technologies and methods
- v. Increased innovation in strategies and products
- vi. Reduced employee turnover
- vii. Enhanced company image, e.g., conducting ethics training and
- viii. Risk management, e.g., training about sexual harassment, diversity training (McNamara, 2008). Goldstein and Gilliam (1990) also outlined six reasons why companies believe that investments in training can help them gain a competitive advantage. These include:
 - i. Increase employee knowledge
 - ii. Help ensure that employees have the basic skills to work with new technology
 - iii. Help employees understand how to work effectively in teams to contribute to service quality
 - iv. Ensure that the company's culture emphasizes innovations, creativity and learning
 - v. Ensure employment security by providing new ways for employees to contribute to the company when their jobs change, their interests change, or their skills become obsolete
 - vi. Prepare employees to accept and work more effectively with each other and
 - vii. Prepare employees to accept and work more effectively with each other.

Employees frequently develop a greater sense of self-worth, dignity and well-being as they become more valuable to the firm and to society. Generally they will receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and company goals.

Training Investments and Productivity

According to Evans and Lindsay (1999) the quality of employees and their development through training and education are major factors in determining long-term profitability of organization. Companies committed to quality invest heavily in training and education (Evans and Lindsay, 1999).

In a study in America on the impact of human-capital investments such as education and employer-provided training, Black and Lynch (1996) citing Bishop (1994) indicated that employer-provided training raises subjective productivity measure by almost 16%. Stressing the importance of career training development, Evan and Lindsay (1999) reported that the massive training program embarked upon at the Coors Brewing Company in Golden, Colorado, resulted in improved employees passion for the job and pride in their jobs, which translated into measurable improvements in productivity, a remarkably low turnover rate, and the delivery of quality product and service.

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 program is complete without an element of education. In fact, the distinction between training and education is getting increasingly blurred now-a-days. As more and more employees are called upon to exercise judgment and to choose alternative solutions to the job problem training programs 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 decisions regarding their work and their relationships with clients. Hence, organizations must consider elements of both education and training while planning their training programs. Training is the systematic modification of behavior through learning which occurs as a result of education, instruction development and planned experience.

Training is the increasing knowledge and skill of an employee for doing a particular job; Training is a short term process utilizing a systematic and organized procedure by which trainees learn technical knowledge and skill for a definite purpose. Training is a process of learning a sequence of programmed behavior. It implies application is a process of learning a sequence of programmed behavior. It implies application of rules and procedures to guide their behavior thereby improve their performance.

Training is a systematic program to increase the knowledge, skills, abilities and aptitudes of employees to perform specific jobs. Training is concerned with increasing the knowledge and understanding of the total environment. Development is concerned with the growth of an employee in all respects. Development programs seek to develop skills and competence for future jobs while training programs are directed toward maintaining and improving job performance. Thus training is a process by which the aptitudes, on the one hand skills, abilities of employees to perform 85 specific jobs are increased. On the other hand, education is the process of increasing the general knowledge and understanding of employees.

IV. NATURE OF TRAINING AND DEVELOPMENT

Training is the most important component of Human Resource Development (HRD). An organization which aspires to grow must be in tune with the changing needs of the society. Training becomes relevant in the context since it is only through training that the gap between performance of the organization and the felt need of a changing society can be neutralized Training reduces the gap by increasing employees' knowledge, skill, ability and attitude. Training makes a very important contribution to the development of the organization's human resources and hence to the achievement of its aims and objectives.

To achieve its purpose, training needs to be effectively managed so that the right training is given to the right people, in the right form, at the right time and at the right costs. The term training indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. Training is a vital phase of management control. It helps in reducing accidents, eliminating wastages and increasing, the quality of work.

Training and Development are terms which are sometimes used interchangeably. Development was seen as an activity associated with managers. In contrast training has a more immediate concern and has been associated with improving the knowledge and skill of non-managerial employees in the present job. Training and development may be regarded interactive, each complementing the other. The logical step for the organization is to produce a plan for human resource development (i.e. training and development) which will connect into the employee resourcing plan (i.e. selection) and the organization's overall strategic plan.

V. NEEDS AND IMPORTANCE OF TRAINING

1. Increasing Productivity: Instruction can help employees increase their level of performance on their present job assignment. Increased human performance often directly leads to increased operational productivity and increased company profit. Again, increased performance and productivity, because of training, are most evident on the part of new employees who are not yet fully aware of the most efficient and effective ways of performing their jobs.

2. Improving Quality: Better informed workers are less likely to make operational mistakes. Quality increases may be in relationship to a company product or service, or in reference to the intangible organizational employment atmosphere.

3. Helping a Company Fulfill its Future Personnel Needs: Organizations that have a good internal educational program will have to make less drastic manpower changes and adjustments in the event of sudden personnel alternations. When the need arises, organizational vacancies can more easily be staffed from internal sources if a company initiates and maintains an adequate instructional program for both its non-supervisory and managerial employees.

4. Improving Organizational Climate: An endless chain of positive reactions results from a well-planned training program. Production and product quality may improve; financial incentives may then be increased, internal promotions become stressed, less supervisory pressures ensue and base pay rate increases result.

Increased morale may be due to many factors, but one of the most important of these is the current state of an organization's educational endeavor.

5. Improving Health and Safety: Proper training can help prevent industrial accidents. A safer work environment leads, to more stable mental attitudes on the part of employees. Managerial mental state would also improve if supervisors now that they can better themselves through company-designed development programs.

6. Obsolescence Prevention: Training and development programs foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, temperament or motivation, or the inability of a person to adapt himself to technological changes.

7. Personal Growth: Employees on a personal basis gain individually from their exposure to educational experiences. Again, management development programs seem to give participants a wider awareness, an enlarged skin, an enlightened altruistic philosophy, and make enhanced personal growth possible. It may be observed that the need for training arises from more than one reason. These are:

- (i) An increased use of technology in production;
- (ii) Labor turnover arising from normal separations due to death or physical incapacity, from accidents, disease, superannuation, voluntary retirement, promotion within the organization and change of occupation or job.
- (iii) Need for additional hands to cope with an increased production of goods and services;
- (iv) Employment of inexperienced, new or badly labor requires detailed instruction for an effective performance of a job;
- (v) Old employee need refresher training to enable them to keep abreast of the changing methods, techniques, and use of sophisticated tools and equipment;
- (vi) Need for enabling employees to do the work in a more effective way, to reduce learning time, reduce supervision time reduce waste and spoilage of raw material and produce quality goods, and develop their potential.
- (vii) Need for reducing grievances and minimizing accident rates;
- (viii) Need for maintaining the validity of an organization a whole and raising the moral of its employees.

Distinction between Training and Development

Training means learning skills and Development means the growth of knowledge for doing a particular job by an employee in all respects. It shapes and increases job skills and attitudes. The term 'training' is generally used. The term 'development' is associated with and denotes imparting specific skills along with the overall growth of the executives, operative workers and employees. Training is concerned with maintaining Executive development seeks to develop and improving current job performance, competence and skills for future performance. Thus, it has a long-term perspective. Training is job-centered in nature. Development is career-centered in nature. The role of trainer or supervisor is very crucial.

Development refers to those learning opportunities designed to help employee grow. Development is not primarily skills-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions. Efforts towards development often depend on personal drive and ambition. Development activities, such as those supplied by management development programs are generally voluntary. Management Development Program (MDP) Management development programs, aim systematically to identify talent, improve skills, widen experience and help people to grow in their ability to accept greater responsibility. The subject matter of a course for Management Development Program (MDP) may comprise:

1. Company or Organization: The Management Development Program (MDP) relating company or organization may contain the following sub-areas:

- (i) Objective and philosophy of company;
- (ii) Policies, procedures and practices of an organization;
- (iii) Products and services;
- (iv) Organizational structure and organization dynamics;
- (v) Plant facilities;
- (vi) Financial aspects such as investment planning, financial planning and control capital budgeting;
- (vii) Labor management relations etc.

2. Management of Techniques and Principles: Under this main area the following sub-areas may be included:

- (i) Organization principles;
- (ii) Financing, planning and management;
- (iii) Cost analysis and control;
- (iv) Operations research and data processing;
- (v) Marketing management, marketing research;
- (vi) Production planning and control;

- (vii) Management and administration;
- (viii) Decision-making.

3. Human Relations: In this constituent the below mentioned sub-areas may be included:

- (i) Motivation;
- (ii) Understanding human behavior;
- (iii) Group dynamics;
- (iv) Discipline;
- (v) Complaints and grievances;
- (vi) Collective bargaining;
- (vii) Counseling and suggestion scheme;
- (viii) Selection methods and procedures;
- (ix) Attitudes, training and development;
- (x) Job evaluation and performance appraisal;
- (xi) Labor economics; (xii) Supervisory responsibilities.

4. Technical Knowledge and Skills: Under this main area the following sub-areas may be included:

- (i) Computer technology;
- (ii) PERT/CPM;
- (iii) Linear programming;
- (iv) Materials handling;
- (v) Inventory control;
- (vi) Adequate understanding of technology, products, processes.

5. Personnel Skills: It contains the following sub-areas:

- (i) Speaking;
- (ii) Report writing;
- (iii) Conference leadership;
- (iv) Learning through listening;
- (v) Reading improvement.

6. Economic, Social, and Political Environment: It contains the following sub-areas:

- (i) Business;
- (ii) Economic system;
- (iii) Relations with the state;
- (iv) Community relations;
- (v) Political systems;
- (vi) Legal framework of business;
- (vii) Social responsibilities of the corporation and business.

Consideration on Administering a Management Development Program:

While administering the program, we should have to give the following considerations:

1. Systematic Career Planning: A Management Development Program should support a systematic career planning for managerial personnel otherwise the frustrated trainees might seek opportunities elsewhere and the whole investment made in training programs would go waste.

2. Structured Course: Management Development must follow a series of structured courses. There should also be an active interaction between the trainees and management.

3. Indiscriminate Approach: The training program should cover as far as possible, every manager, capable of showing potential for growth. It should be free from discrimination. Peter Drucker pointed out that the right men out of every ten who were not included in the program will understandably feel slighted. They may end of by welcoming less effective, less productive, less willing to do new thing.

4. Properly Planned: The entire program should be properly planned. The trainee should take part in it. An individual may stay out, but it should be made clear that he does so at some risk to his future promotion. The company should not normally allow any manager to opt out of a training program.

Essentials of Success of Management Development Program (MDP): The following are the essentials for the success of Management Development Program (MDP):

1. Circulate the Materials to Participants: The following materials should be distributed among the participants to make the program more successful:

- (a) News letter conveying information about corporate affairs;

- (b) Copies of talks given by management personnel;
- (c) Excerpts from well-written and informative articles;
- (d) Copies of minutes of meeting distributed among those who were not present. When these materials are discussed by a group, new plans and improved procedures will be formulated.

2. Program should be prepared well in advance: The program should be prepared well in advance and should contain decisions about instructional methods and development approaches to be used and have a provision of expertise and the necessary support system. It should be based on the policy of promoting a proper utilization of trained executives, their knowledge and techniques in the improvement of the operations of an organization.

3. Training division should have smart and successful executives: The training division should not be a dumping ground for people found to be unsuitable for other jobs; it should be manned by a group of smart and successful executives drawn from various functional areas and disciplines. A multi-disciplinary approach should be emphasized in training programs rather than the purely personal flavor that is often found in them.

4. Programs should be for all not the weak ones: A management program should not only be looked upon as something meant for the —limping horses! in the organization; it should be for the —high fliers! as well. In view of knowledge explosion and the consequent threat of management obsolescence, such programs should be meant for everyone in an organization and not just for the weak ones.

5. Management Development Program (MDP) should be based on a definite strategy: The MDP should be based on a definite strategy, which should spell out the type, coverage and objectives of the program. The multi-tire supervisory and management development program should start from the first line supervisor and go all the way up to the top management.

6. Top Management should Accept Responsibility: The top management should accept responsibility for getting the policy of development executed. To do so, a senior officer may be placed in-charge to initiate and implement the MDP.

7. Management Development is a “Line Job”: It is essentially a line job. It takes place on the job and involves both the man and his boss.

8. Selection of the Right Materials: Management development starts with the selection of the right materials for managerial ranks. It is essential to ensure that really good material is led into the program at the entry level.

9. Realistic Time Table is Required: There should be realistic time table in accordance with the needs of a company. This time table should take into account the needs for managerial personnel over a sufficiently long period and the resources which are available and which will be required.

10. It should Fulfill the needs of the Company: Management development must be geared to the needs of the company and the individual.

11. Developing Managers is the Responsibility of All Managers: Every manager must accept direct responsibility for developing managers under his control on the job, and a high priority should be given to his task. Thus, for the development of management, it is essential for the top management to promote a culture for:

- (i) Learning and gaining knowledge
- (ii) The quest of excellence
- (iii) Tolerance of mistakes
- (iv) Striving to maintain a balance and equity
- (v) The discovery of self and others; and
- (vi) Enabling a subordinate to become aware of his superiors' interest in his development and mental growth.

1. Determining the need and Priorities for Training: The very first step in designing a training program is to determine the organization's need for such program. It is from need assessment that the entire training process will flow. If the organization does not accurately determine its need, the training process will be inappropriately undertaken. Mc-Guhee and Thayer have recommended the following three-steps approach in order to determine training need:

(a) Organizational Analysis: This analysis basically determines where training emphasis should be placed in the organization.

(b) Man Analysis: It is used to determine who needs to be trained and what skills and knowledge or attitudes should be augmented or improved.

(c) Operational Analysis: It assists to decide what the training should consist of; requiring a study of what a person should be taught if he is to perform his task with maximum effectiveness. Some of the popular methods to assess the training needs of employees in a company include observation and analysis of job performance. In each company, the management should analyze organization needs, job specifications and the present skill levels of the employees.

The analysis of organizational needs should focus on the number of employees with various combinations of skills needed at each level and in every part of the firm for specific periods. Regarding job specifications, many organizations have written job specifications that define the skills needed for each job in

the firm. By carefully examining these specifications, the human resources staff can obtain a clear idea of the nature of skills needed for each job. Then, an analysis of worker skills and qualifications from his personal file can assist in determining training needs. Similarly training needs can be assessed for a group of employees.

2. Translating needs into Objectives and Establishing Training Goals: Once the training needs have determined the next important step is to translate the skills needed into specific training objectives or desired outcomes of training objectives. These training objectives or goals are then used to determine the specific courses that will be offered. Training objectives should include such matters as specific skills to be taught, the number of people to be trained and from which units and the period within which such training should take place.

Objectives for training program that do not relate directly to specific job skills should also be considered for example, employee health and safety guidelines, promotion opportunities and self-study opportunities. Training objectives include the general content of the training to be given. The most frequently adopted objectives or training subjects by the companies are: new employee orientation, performance appraisal, leadership, selection process, interpersonal skills, word processing, new equipment operation, team building, delegation skills, and listening skills. Sometimes, orientation regarding company policy and practices can be particularly important, especially for new employers.

3. Selecting Trainees: Selecting individuals or groups for training is a very complex decision for the firm and the individuals chosen. From the firm's perspective, providing the right training to the right people can help to create and maintain a well-trained and stable work force. To impart training for individuals with limited performance partial or lack of interest is simply a waste of time, effort, and money. Overlooking individuals with ambition and potential represents a lost opportunity and can contribute to higher employee turnover. It should be assumed that ambition and potential are widespread in the firm and exist at all age levels.

There are at least four important considerations important in selecting trainee:

- (i) Legal requirements and formalities
- (ii) Employee needs and motivation
- (iii) Skills obsolescence and retraining, and
- (iv) multi-skilling. Employee needs and motivation can be determined with the help of previous performance evaluations as well as interviews performance evaluations as well as interviews with individual employees and owner supervisors. The rapidly change in technology is requiring that all segments of the society give higher priority to worker retraining. This also means that individual workers themselves must seek out training opportunities to avoid having their skills become obsolete.

Similarly, numerous companies have moved in the direction of training their employees to have multiple skills, called multi-skilling. In particular, multi-skilling is relevant where self-managed teams are utilized. Everyone is encouraged to learn all of the jobs of the team and employees are usually paid according to the number of skills that they have developed.

4. Making the Curriculum and Choosing Training Methods After *-deeming* training objectives and translating into specific course areas, the trainees are identified and evaluated, management will be in a position to decide the overall curriculum, *i.e.*, the arrangement of courses to be offered. The curriculum is a sort of grand plan of what training is to be presented and with what frequency. However, a part which must be added to this grand plan is the matter of training methods. Will the training be on the job, off the job, prior to employment, or prior to a formal assignment? Will it be done by lecture computer assisted, or carried out by some other method? Will it be long-term or short-term?

5. Preparation of training budget Preparing a training budget will be an interactive process with the other steps in formulating a training program. Budget constraints may limit the human resource manager's alternatives and must, therefore, considered during all phases of the development process. Costs that must be included in the training budget are: staff planning time, trainees' wages, trainers' salary, and expenses such as cost of training materials, travels, accommodations, and meals. If the desired training program does not fit within budget constraints, the human resource manager must consider modification such as fewer trainees, different trainees, different training techniques, and a different training location.

6. Selecting trainers and providing training to trainers. An effective training program can be developed only when effective trainers are available. Firms have the option of using staff trainers or of seeking contract trainers outside, or of having both, types of trainers. After their selection, they must be provided with the information

regarding the persons who are to be trained. The trainers should be engaged after careful evaluation of their suitability and effectiveness so as to ensure quality training.

7. Using selected training technique. To conduct the training is a significant aspect of training process. Under this step, the trainer speaks, demonstrates, and illustrates in order to put over the new knowledge, skills, and operations. Besides, he suggests the trainee to be at ease, without any stress and strain, and explains to him the necessity of the training program and creation of trainee's personal interest in training. The trainer tells the sequence of the entire job, the need for each step in the job, the relationship of the job to the total work-flow, the nature of interpersonal behavior required at the job, and so on. All key points should be covered and emphasized.

Audio-visual aids should be used to demonstrate and illustrate. To ensure follow-up by the trainee, he should be asked to repeat the operations, and encouraged to ask questions for further classifications and understanding.

8. Performance or learning tryout As the training continues, it is important that the progress of trainees should be monitored. This may be accomplished by periodic skill or knowledge tests or periodic assessments by the personnel department. The trainee may be asked to do the job several times. His mistakes, if any, are corrected and complicated steps should be explained again. As soon as the trainee demonstrates that he can do the job rightly, he is put at his own job and the training is said to be over.

9. Evaluation system of training program. In order to generate adequate feedback, some key purposes of conducting this evaluation are:

- (i) Determining whether a program meets its objectives or goals.
- (ii) Identify strengths and weaknesses in the training process.
- (iii) Calculate the cost-benefit ratio of a program.
- (iv) Determine who benefited the most from a program and why
- (v) Establish a data base for further decision about the program. Training courses can be evaluated with a variety of methods. The most popular method involves analysis questionnaires filled out by the trainees either at the end of the training session or within a few weeks.

Although in some situations employees can accurately evaluate the quality of the training program, in other situations their subsequent performance or degree of improvement is a more valid measure. After specific performance measurement, the results are compared with the objectives for the training programs. If the training objectives have been met, the training is said to be successful.

The most important issue when planning an in-house training centre is making the list of courses. It should be made available well in advance and distributed widely. This enables both managers and potential participants to plan and prioritize their training needs. Making such a schedule requires an administrative effort the first time it is done, but following years the work load will be reduced considerably.

The kind of training that ought to be prioritized will vary between different NSIs, and the topics that needs to be addressed ought to be identified before setting up a training plan. As the tasks to be performed by a NSI are more or less the same across the world, we have identified some topics that usually will be relevant. These are specified in the remainder of the document. The suggested curriculum is based on the in-house training conducted in Statistics Norway, the United Nations Statistical Institute for Asia and the Pacific (UNSIAP), the SADC Training Package, experiences from different countries throughout the world.

Steps to Take in Training an Employee

Any effective company has training in place to make sure an employee can perform his or her job. During the recruitment and selection process, the right person should be hired to begin with. But even the right person may need training in how your company does things. Lack of training can result in lost productivity, lost customers, and poor relationships between employees and managers. It can also result in dissatisfaction, which means retention problems and high turnover.

All these end up being direct costs to the organization. In fact, a study performed by the American Society for Training and Development (ASTD) found that 41 percent of employees at companies with poor training planned to leave within the year, but in companies with excellent training, only 12 percent planned to leave. Leigh Branham, *The 7 Hidden Reasons Why Employees Leave* (New York: American Management Association, 2005), 112–5. To reduce some costs associated with not training or under training, development of training programs can help with some of the risk. This is what this study will address. For effective employee training, there are four steps that generally occur. First, the new employee goes through an orientation, and then he or she will receive in-house training on job-specific areas. Next, the employee should be assigned a mentor, and then, as comfort with the job duties grows, he or she may engage in external training.

Employee training and development is the process to help employees develop their personal and organization skills, knowledge, and abilities.

Employee orientation is the process used for welcoming a new employee into the organization. The importance of employee orientation is two-fold. First, the goal is for employees to gain an understanding of the company policies and learn how their specific job fits into the big picture. Employee orientation usually involves filling out employee paperwork and program forms. The goals of an orientation are as follows:

1. **To reduce start-up costs.** If an orientation is done right, it can help get the employee up to speed on various policies and procedures, so the employee can start working right away. It can also be a way to ensure all hiring paperwork is filled out correctly, so the employee is paid on time.
2. **To reduce anxiety.** Starting a new job can be stressful. One goal of an orientation is to reduce the stress and anxiety people feel when going into an unknown situation.
3. **To reduce employee turnover.** Employee turnover tends to be higher when employees don't feel valued or are not given the tools to perform. An employee orientation can show that the organization values the employee and provides tools necessary for a successful entry.
4. **To save time for the supervisor and coworkers.** A well-done orientation makes for a better prepared employee, which means less time having to teach the employee.
5. **To set expectations and attitudes.** If employees know from the start what the expectations are, they tend to perform better. Likewise, if employees learn the values and attitudes of the organization from the beginning, there is a higher chance of a successful tenure at the company.

Types of Training Courses

There are a number of different types of training courses we can use to engage an employee. These types are usually used in all steps in a training process (orientation, in-house, mentorship, and external training). The training utilized depends on the amount of resources available for training, the type of company, and the priority the company places on training.

As you will see from the types of training below, no one type would be enough for The jobs we do. Most human resource managers use a variety of these types of training to develop a holistic employee.

In-House Training

In-house training programs are learning opportunities developed by the organization in which they are used. This is usually the second step in the training process and often is ongoing. In-house training programs can be training related to a specific job, such as how to use a particular kind of software. In a manufacturing setting, in-house training might include an employee learning how to use a particular kind of machinery. Many companies provide in-house training on various human resource topics as well, meaning it doesn't always have to relate to a specific job. Some examples of in-house training include the following:

- Ethics training
- Sexual harassment training
- Multicultural training
- Communication training
- Management training
- Customer service training
- Operation of special equipment
- Training to do the job itself
- Basic skills training

As you can tell by the list of topics, Human Resources Department might sometimes create and deliver this training, but often a supervisor or manager delivers the training.

Mentoring

After the employee has completed orientation and in-house training, companies see the value in offering mentoring opportunities as the next step in training. Sometimes a mentor may be assigned during in-house training. A mentor is a trusted, experienced advisor who has direct investment in the development of an employee. A mentor may be a supervisor, but often a mentor is a colleague who has the experience and personality to help guide someone through processes. While mentoring may occur informally, a mentorship program can help ensure the new employee not only feels welcomed but is paired up with someone who already knows the ropes and can help guide the new employee through any on-the-job challenges.

To work effectively, a mentoring program should become part of the company culture. In other words, new mentors should receive in-house training to be a mentor. Mentors are selected based on experience, willingness, and personality.

External Training

External training includes any type of training that is not performed in-house. This is usually the last step in training, and it can be ongoing. It can include sending an employee to a seminar to help further develop leadership skills or helping pay tuition for an employee who wants to take a marketing class.

Technical or Technology Training

Depending on the type of job, technical training will be required. Technical training is a type of training meant to teach the new employee the technological aspects of the job. In a retail environment, technical training might include teaching someone how to use the computer system to ring up customers. In a sales position, it might include showing someone how to use the customer relationship

Management (CRM) system to find new prospects. In a consulting business, technical training might be used so the consultant knows how to use the system to input the number of hours that should be charged to a client. In a restaurant, the server needs to be trained on how to use the system to process orders. Let's assume your company has decided to switch to the newest version of Microsoft Office. This might require some technical training of the entire company to ensure everyone uses the technology effectively. Technical training is often performed in-house, but it can also be administered externally.

Quality Training

In a production-focused business, quality training is extremely important. Quality training refers to familiarizing employees with the means of preventing, detecting, and eliminating non-quality items, usually in an organization that produces a product. In a world where quality can set your business apart from competitors, this type of training provides employees with the knowledge to recognize products that are not up to quality standards and teaches them what to do in this scenario. Numerous organizations, such as the International Organization for Standardization (ISO), measure quality based on a number of metrics. This organization provides the stamp of quality approval for companies producing tangible products. ISO has developed quality standards for almost every field imaginable, not only considering product quality but also certifying companies in environmental management quality. ISO90008 is the set of standards for quality management, while ISO140009 is the set of standards for environmental management. ISO has developed 18,000 standards over the last 60 years. "The ISO Story," International Organization for Standards, accessed July 26, 2010, http://www.iso.org/iso/about/the_iso_story/iso_story_early_years.htm. With the increase in globalization, these international quality standards are more important than ever for business development. Some companies, like 3M, QAI website, accessed July 30, 2011, <http://www.trainingforquality.com/Content.aspx?id=26>. Choose to offer ISO training as external online training, employing companies such as QAI to deliver the training both online and in classrooms to employees. Training employees on quality standards, including ISO standards, can give them a competitive advantage. It can result in cost savings in production as well as provide an edge in marketing of the quality-controlled products. Some quality training can happen in-house, but organizations such as ISO also perform external training.

Skills Training

Skills training, the third type of training includes proficiencies needed to actually perform the job. For example, an administrative assistant might be trained in how to answer the phone, while a salesperson at Best Buy might be trained in assessment of customer needs and on how to offer the customer information to make a buying decision. Think of skills training as the things you actually need to know to perform your job. A cashier needs to know not only the technology to ring someone up but what to do if something is priced wrong. Most of the time, skills training is given in-house and can include the use of a mentor.

Soft Skills Training

The fourth type of training is called soft skills training. Soft skills refer to personality traits, social graces, communication, and personal habits that are used to characterize relationships with other people. Soft skills might include how to answer the phone or how to be friendly and welcoming to customers. It could include sexual harassment training and ethics training. In some jobs, necessary soft skills might include how to motivate others, maintain small talk, and establish rapport. In a retail or restaurant environment, soft skills are used in every interaction with customers and are a key component of the customer experience. In fact, according to a Computerworld magazine survey, executives say there is an increasing need for people who have not only the skills and technical skills to do a job but also the necessary soft skills, such as strong listening and communication abilities. Many problems in organizations are due to a lack of soft skills, or interpersonal skills, not by problems with the business itself. As a result, HR and managers should work together to strengthen these employee skills. Soft skills training can be administered either in-house or externally.

Professional Training and Legal Training

In some jobs, professional training must be done on an ongoing basis. Professional training is a type of training required to be up to date in one's own professional field. For example, lawyers need professional training as laws change. A personal fitness trainer will undergo yearly certifications to stay up to date in new fitness and nutrition information.

Some organizations have paid a high cost for not properly training their employees on the laws relating to their industry. As a result, the organization has agreed to develop training for workers on medical privacy. The fines could have been prevented if the organization had provided the proper training to begin with. Other types of legal training might include sexual harassment law training and discrimination law training.

Team Training

Do you know the exercise in which a person is asked to close his or her eyes and fall back, and then supposedly the team members will catch that person? As a teambuilding exercise (and a scary one at that), this is an example of team training. The goal of team training is to develop cohesiveness among team members, allowing them to get to know each other and facilitate relationship building. We can define team training as a process that empowers teams to improve decision

Making, problem solving, and team-development skills to achieve business results. Often this type of training can occur after an organization has been restructured and new people are working together or perhaps after a merger or acquisition. Some reasons for team training include the following:

- Improving communication
- Making the workplace more enjoyable
- Motivating a team
- Getting to know each other
- Getting everyone "onto the same page," including goal setting
- Teaching the team self-regulation strategies
- Helping participants to learn more about themselves (strengths and weaknesses)
- Identifying and utilizing the strengths of team members
- Improving team productivity
- Practicing effective collaboration with team members

Team training can be administered either in-house or externally. Ironically, through the use of technology, team training no longer requires people to even be in the same room.

Managerial Training

After someone has spent time with an organization, they might be identified as a candidate for promotion. When this occurs, managerial training would occur. Topics might include those from our soft skills section, such as how to motivate and delegate, while others may be technical in nature. For example, if management uses a particular computer system for scheduling, the manager candidate might be technically trained. Some managerial training might be performed in-house while other training, such as leadership skills, might be performed externally. It includes managerial topics and soft skills topics such as e-mail etiquette. The goal of its training programs is to increase productivity, one of the organization's core values.

Safety Training

Safety training is a type of training that occurs to ensure employees are protected from injuries caused by work-related accidents. Safety training is especially important for organizations that use chemicals or other types of hazardous materials in their production. Safety training can also include evacuation plans, fire drills, and workplace violence procedures.

Safety training can also include the following:

- Eye safety
- First aid
- Food service safety
- Hearing protection
- Asbestos
- Construction safety
- Hazmat safety

Informal Study Groups

Human resources management departments can develop non-formal study groups and individual sessions. Experience indicates that willingness to share knowledge and the ability to do so does not necessarily mean that colleagues are comfortable enough to give formal trainings.

However, many colleagues would perhaps be more open to share their expertise in an informal session, involving one or two participants. This would likely be the case for staff involved in administrative support systems - the rules and obligations that govern our daily work - key staff members would need to be identified and a general plan drawn up by the end of this year. A longer-term goal would be to develop informal study groups where like-minded colleagues have the opportunity to share and drive their knowledge forward. Such informal networks need to be promoted but cannot be realistically implemented until further experience has been gained in this area.

VI. IMPLEMENTING A LEARNING ORGANIZATION

Implementing a learning organization is an issue that goes beyond the current policy of the Training Section and requires good practices to be established and changes to be made. The practical implementation of informal and non-formal learning will give food for thought for developing personal mastery. This is also true for team learning where structures are being developed through the new proposals. Establishing new working patterns and working differently will reflect on the current tasks of the Training Section. Administrative and more routine work will remain vital elements of everyday work and other skills will become increasingly important.

The challenge for organizations in this context is to develop competences in its staff in areas of moderation and facilitation; it also implies a high increase in the coordination of working groups. For staff members involved in the daily work of organizing training activities, much emphasis will be placed on more specific measures in 2013: the concept of training the trainers is already well-established and from now on, the aim is to train the course organizer in moderation and facilitation techniques as well.

This approach will require formal training courses, with staff members learning from external Contributors, and internal coaching methods. The objective is to implement and sustain informal and non-formal training initiatives in a coherent framework and these skills need to be developed in staff members rapidly, implying an intense learning curve.

Training Delivery Methods

The objective in this part is to explain the types of training delivery methods. Depending on the type of training occurring you may choose one delivery method over another. This section discusses the types of delivery methods we can use to execute the types of training. Keep in mind, however, that most good training programs will use a variety of delivery methods.

On-the-Job Coaching Training Delivery

On-the-job coaching is one way to facilitate employee skills training. On-the-job coaching refers to an approved person training an employee on the skills necessary to complete tasks. A manager or someone with experience shows the employee how to perform the actual job. The selection of an on-the-job coach can be done in a variety of ways, but usually the coach is selected based on personality, skills, and knowledge. This type of skills training is normally facilitated in-house. The disadvantage of this training revolves around the person delivering the training. If he or she is not a good communicator, the training may not work. Likewise, if this person has "other things to do," he or she may not spend as much time required to train the person and provide guidance the training also might not be fruitful. In this situation, training can frustrate the new employee and may result in turnover.

Mentoring and Coaching Training Delivery Mentoring is also a type of training delivery. A mentor is a trusted, experienced advisor who has direct investment in the development of an employee. Mentoring is a process by which an employee can be trained and developed by an experienced person. Normally, mentoring is used as a continuing method to train and develop an employee. One disadvantage of this type of training is possible communication style and personality conflict. It can also create overdependence in the mentee or micromanagement by the mentor. This is more different than on-the-job coaching, which tends to be short term and focuses on the skills needed to perform a particular job. Brown Bag Lunch Training Delivery Brown bag lunches are a training delivery method meant to create an informal atmosphere. As the name suggests, brown bag lunch training is one in which the training occurs during lunchtime, employees bring their food, and someone presents training information to them. The trainer could be HR or management or even another employee showing a new technical skill. Brown bag lunches can also be an effective way to perform team training, as it brings people together in a more relaxed atmosphere.

Some companies offer brown bag lunch training for personal development as well. For example, HR might want to bring in a specialist on plans, or perhaps an employee provides a slide presentation on a trip he or she has taken, discussing the things learned on the trip. One disadvantage to this type of training can be low attendance and garnering enough interest from employees who may not want to “work” during lunch breaks. There can also be inconsistency in messages if training is delivered and not everyone is present to hear the message.

Web-Based Training Delivery

Web-based training delivery has a number of names. It could be called e-learning or Internet-based, computer-based, or technology-based learning. No matter what it is called, any web-based training involves the use of technology to facilitate training. There are two types of web-based learning. First, synchronous²¹ learning uses instructor-led facilitation. Asynchronous²² learning is self-directed, and there is no instructor facilitating the course.

There are several advantages to web-based training. First, it is available on demand, does not require travel, and can be cost efficient. However, disadvantages might include an impersonal aspect to the training and limited bandwidth or technology capabilities. “Advantages and Disadvantages,” Web Based Training Information Center, accessed July 27, 2010, http://www.webbasedtraining.com/primer_advdis.aspx. Web-based training delivery lends itself well to certain training topics. For example, this might be an appropriate delivery method for safety training, technical training, quality training, and professional training. However, for some training, such as soft skills training, job skills training, managerial training, and team training, another more personalized method may be better for delivery. However, there are many different platforms that lend themselves to an interactive approach to training, such as Sun Microsystems’ Social Learning eXchange (SLX) training system, which has real-time video and recording capabilities. Hundreds of platforms are available to facilitate web-based training. Digital Chalk, for example, allows for both synchronous and asynchronous training and allows the instructor or human relations manager to track training progress and completion. Digital Chalk website accessed August 12, 2010, <http://www.digitalchalk.com/>. Some companies use SharePoint, an intranet platform, to store training videos and materials. Microsoft’s SharePoint website accessed August 12, 2010, <http://sharepoint.microsoft.com/enus/Pages/default.aspx>. Blackboard and Angel (used primarily by higher education institutions) allows human resource managers to create training modules, which can be moderated by a facilitator or managed in a self-paced format. In any of the platforms available, media such as video and podcasts can be included within the training.

Considerations for selecting a web-based platform include the following:

- Is there a one-time fee or a per-user fee?
- Do the majority of your employees use a Mac or a PC, and how does the platform work with both systems?
- Is there enough bandwidth in your organization to support this type of platform?
- Is the platform flexible enough to meet your training needs?
- Does the software allow for collaboration and multimedia?
- Is there training for the trainer in adoption of this system? Is technical support offered?

Job Shadowing Training Delivery

Job shadowing is a training delivery method that places an employee who already has the skills with another employee who wants to develop those skills. Apprenticeships use job shadowing as one type of training method. For example, an apprentice electrician would shadow and watch the journeyman electrician perform the skills and tasks and learn by watching. Eventually, the apprentice would be able to learn the skills to do the job alone. The downside to this type of training is the possibility that the person job shadowing may learn “bad habits” or shortcuts to performing tasks that may not be beneficial to the organization.

Job Swapping Training Delivery

Job swapping is a method for training in which two employees agree to change jobs for a period of time. Of course, with this training delivery method, other training would be necessary to ensure the employee learns the skills needed to perform the skills of the new job. Job swap options can be motivational to employees by providing a change of scenery. It can be great for the organization as well to cross-train employees in different types of jobs. However, the time spent learning can result in unproductive time and lost revenue.

Vestibule Training Delivery

In vestibule training, training is performed near the worksite in conference rooms, lecture rooms, and classrooms. This might be an appropriate method to deliver orientations and some skills-based training. For

example, to become a journeyman electrician, an apprentice performs job shadowing, on-the-job training, and vestibule training to learn the law and codes related to electricity installation. During the busy holiday season, Macy's uses vestibule training to teach new hires how to use the cash register system and provides skills training on how to provide great customer service.

Many organizations use vestibule training for technical training, safety training, professional training, and quality training. It can also be appropriate for managerial training, soft skills training, and team training. As you can tell, this delivery method, like web-based training delivery, is quite versatile. For some jobs or training topics, this may take too much time away from performing the actual "job," which can result in lost productivity.

International Assignment Training

Since we are working within a global economy, it might be necessary to provide training to employees who are moving overseas or working overseas. Up to 40 percent of international assignments are terminated early because of a lack of international training. Ensuring success overseas is reliant upon the local employee's learning how to navigate in the new country.

The following topics might be included in this type of training courses:

1. Cultural differences and similarities
2. Insight and daily living in the country
3. Social norms and etiquette
4. Communication training, such as language skills

This training is best delivered by a professional in the region or area in which the employee will be working.

Designing a Training Program

The next step in the training process is to create a training framework that will help guide and set up a training program. Information on how to use the framework is included in this section of the study.

Training Program Framework Development

When developing your training plan, there are a number of considerations. Training is something that should be planned and developed in advance. The considerations for developing a training program are as follows:

1. **Needs assessment and learning objectives.** This part of the framework development asks you to consider what kind of training is needed in your organization. Once you have determined the training needed, you can set learning objectives to measure at the end of the training program.
2. **Consideration of learning styles.** Making sure to teach to a variety of learning styles is important to development of training programs.
3. **Delivery mode.** What is the best way to get your message across? Is web-based training more appropriate, or should mentoring be used? Can vestibule training be used for a portion of the training while job shadowing is used for some of the training, too? Most training programs will include a variety of delivery methods.
4. **Budget.** How much money do you have to spend on this training?
5. **Delivery style.** Will the training be self-paced or instructor led? What kinds of discussions and interactivity can be developed in conjunction with this training?
6. **Audience.** Who will be part of this training? Do you have a mix of roles, such as accounting people and marketing people? What are the job responsibilities of these individuals, and how can you make the training relevant to their individual jobs?
7. **Content.** What needs to be taught? How will you sequence the information?
8. **Timelines.** How long will it take to develop the training? Is there a deadline for training to be completed?
9. **Communication.** How will employees know the training is available to them?
10. **Measuring effectiveness of training.** How will you know if your training worked? What ways will you use to measure this?

Needs Assessment

The first step in creating effective training programs is to determine what training employees need. Training Needs Assessment is the process of gathering data to determine what training needs that employees have so that training can be developed to improve the effectiveness of employees and thereby help the organization meet its business objectives.

There are four reasons why training needs assessment should be done before training programs are developed:
(a) to identify specific problem areas in the organization so that the highest priority organizational problems requiring training solutions are addressed;

- (b) to obtain management support by making certain that the training directly contributes to the bottom line, that the training improves employee job performance;
- (c) to develop data for evaluation of the success of the training program, when the training has been completed; and
- (d) to determine the costs and benefits of training, because there are costs to leaving a training need unmet as well as benefits from improved job performance (Brown, 2002).

One outcome of doing a training-needs assessment is identification of gaps between the skills that employees have and the skills required for effective job performance. Another outcome is identification of performance problems that are not training needs, because job performance is a function of both job knowledge, skills, and work motivation (i.e., not every job performance problem has a training solution). There may be organizational practices or incentives that contribute to a lack of employee motivation, a problem that training cannot solve.

As mentioned above, the first step in developing a training program is to determine what the organization needs in terms of training. There are three levels of training needs assessment: organizational assessment, occupational (task) assessment, and individual assessment:

1. **Organizational assessment.** In this type of needs assessment, we can determine the skills, knowledge, and abilities a company needs to meet its strategic objectives. This type of assessment considers things such as changing demographics and technological trends. Overall, this type of assessment looks at how the organization as a whole can handle its weaknesses while promoting strengths.
2. **Occupational (task) assessment.** This type of assessment looks at the specific tasks, skills knowledge, and abilities required to do jobs within the organization.
3. **Individual assessment.** An individual assessment looks at the performance of an individual employee and determines what training should be accomplished for that individual.

We can apply each of these to our training plan. First, to perform an organizational assessment, we can look at future trends and our overall company's strategic plan to determine training needs. We can also see how jobs and industries are changing, and knowing this, we can better determine the occupational and individual assessments. Researching training needs can be done through a variety of ways. One option is to use an online tool such as Survey Monkey to poll employees on what types of training they would like to see offered. As you review performance evaluations turned in by your managers, you may see a pattern developing showing that employees are not meeting expectations. As a result, this may provide data as to where your training is lacking. There are also types of training that will likely be required for a job, such as technical training, safety training, quality training, and professional training. Each of these should be viewed as separate training programs, requiring an individual framework for each type of training. For example, an employee orientation framework will look entirely different from an in-house technical training framework.

Training must be tied to job expectations. Any and all training developed should transfer directly to the skills of that particular employee. Reviewing the HR strategic plan and various job analyses may help you see what kind of training should be developed for specific job titles in your organization.

Learning Objectives

After you have determined what type of training should occur, learning objectives for the training should be set. A learning objective is what you want the learner to be able to do, explain, or demonstrate at the end of the training period. Good learning objectives are performance based and clear, and the end result of the learning objective can be observable or measured in some way. Examples of learning objectives might include the following:

1. be able to explain the company policy on sexual harassment and give examples of sexual harassment.
2. be able to show the proper way to take a customer's order.
3. Perform a variety of customer needs analyses using company software.
4. Understand and utilize the new expense-tracking software.
5. Explain the safety procedure in handling chemicals.
6. be able to explain the types of communication styles and strategies to effectively deal with each style.
7. Demonstrate ethics when handling customer complaints.
8. be able to effectively delegate to employees.

Once we have set our learning objectives, we can utilize information on learning styles to then determine the best delivery mode for our training.

Learning Styles

Understanding learning styles is an important component to any training program. For our purposes, we will utilize a widely accepted learning style model. Recent research has shown that classifying people into learning styles may not be the best way to determine a style, and most people have a different style depending

on the information being taught. In a study by Pashler and Harold Pashler, Mark McDaniel, Doug Rohrer, and Robert Bjork, who all look at aptitude and personality as key traits when learning, as opposed to classifying people into categories of learning styles. Bearing this in mind, we will address a common approach to different personalities:

1. **Visual learner.** A visual learner usually has a clear “picture” of an experience. A visual learner often says things such as “I can see what you are saying” or “This looks good.” A visual learner is best reached using graphics, pictures, and figures.
2. **Auditory learner.** An auditory learner learns by sound. An auditory learner might say, “If I hear you right” or “What do you hear about this situation?” The auditory learner will learn by listening to a lecture or to someone explaining how to do something.
3. **Kinesthetic learner.** A kinesthetic learner learns by developing feelings toward an experience. These types of learners tend to learn by doing rather than listening or seeing someone else do it. This type of learner will often say things such as “This feels right.”

Most individuals use more than one type of learning style, depending on what kinds of information they are processing. For example, in class you might be a visual learner, but when learning how to change a tire, you might be a kinesthetic learner.

Delivery Mode

Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. An orientation might lend itself best to vestibule training, while sexual harassment training may be better for web-based training. When choosing a delivery mode, it is important to consider the audience and budget constrictions. For example, Oakwood Worldwide, a provider of temporary housing, recently won the Top Training Award for its training and development programs. It offers in-class and online classes for all associates and constantly add to its course catalog. This is a major recruitment as well as retention tool for its employees. In fact, the company credits this program for retaining 25 percent of its workforce for ten years or more.

Delivery Style

Taking into consideration the delivery method, what is the best style to deliver this training? It’s also important to keep in mind that most people don’t learn through “death by PowerPoint”; they learn in a variety of ways, such as auditory, kinesthetic, or visual. Considering this, what kinds of ice breakers, breakout discussions, and activities can you incorporate to make the training as interactive as possible? Role plays and other games can make the training fun for employees. Many trainers implement online videos, podcasts, and other interactive media in their training sessions. This ensures different learning styles are met and also makes the training more interesting.

Training and skills development

Training and skills development comprises a broad range of activities and arrangements, including formal and informal training, job-rotation, traditional class-room courses, internal vs. external training, cooperation with e.g. universities, competence mapping, (personal) training plans (development plans), special (introductory) training for newly recruited people, mentoring and the use of new organizations or technologies in training, such as E-learning. One other important issue is the question of the cost/benefits of training and how to measure and evaluate the outcome of training activities. The importance of training is stressed by a growing gap between existing competences and skills and those competences and skills that are required to meet future challenges and ensure a successful modernization of official statistics.

A framework of skills/capabilities begins with a gap analysis and a description of how to close the gap. Lack of resources is a major barrier. To stay updated competences of employees need to be assessed and trained regularly. This is sometimes referred to as competence management, other times as development plans.

The key issue is that the management regularly assesses the skills and knowledge of the employees in a systematic way and follow-up on this. E-Learning offers possibilities of training that are less restricted by space and time and which can be used for both general training or more specific purposes or for specific groups of staff, for training in Future Challenges in Human Resources Management and Training in National Statistical Offices regional offices. It also has potential for use across countries since the same E-learning course could be offered to different countries and hence be available for much more people than would be possible in traditional class room training. E-learning can be developed at relative low costs compared to traditional training, but there is also evidence that it may be less efficient and that it should be followed up closely or complemented with face-to-face activities.

Training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs (McNamara, 2008). Development is a broad, ongoing multi-faceted set of

activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future (McNamara, 2008). According to Asare-Bediako (2002) employees must be trained, and where possible developed to meet their own career needs and the need of the organization.

Training is job or task-oriented. It aims at enabling individuals to perform better on the jobs they are currently doing. Development on the other hand, is career oriented rather than job-oriented. It aims at preparing people for higher responsibilities in the future (Asare-Bediako, 2002). Organizations must therefore have the responsibility to develop and implement training and development systems and programs that best help them to achieve their objectives.

Noe et al. (2000) viewed training generally as a planned effort by a company to facilitate employees learning of the job-related competencies. These competencies include knowledge, skill, or behaviors that are critical for the successful job performance. Whilst some human resource professionals consider training and development an after recruitment program, Asare-Bediako (2002) believes that it must be incorporated into orientation programs for newly recruited staff. According to him, the training and development (T&D) unit should explain to new employees what training and development means and what programs and facilities are available to employees. At this stage, training and development explains internal training programs available and how they could participate. T&D should emphasize the area of corporate culture. As the unit changed with facilitating change and maintaining the organization's culture, training and development should reinforce the importance of training and development through continuous efforts such as frequent reminders, meeting, etc.

Writing on the typical reasons for employee T&D, McNamara (2008) stated that T&D can be initiated for a variety of reasons for an employee or group of employees including:

- i. When a performance appraisal indicates performance improvement is needed
- ii. To "benchmark" the status of improvement so far in a performance improvement effort
- iii. as part of an overall professional development program
- iv. As part of succession planning to help an employee be eligible for a planned change in role in the organization
- v. to "pilot", or test, the operation of a new performance management system
- vi. To train about a specific topic

Whether training is necessary and, if so, what kind, are issues that need much more systematic and careful analysis. The return on investment in training for an organization will be minimal or nil if training is not based on effective needs identification. Training plans should be based upon job skills requirements and strategic initiatives of the company and the contents should be customized to the specific needs of the company. Leading companies have formed training departments, whose systems and approaches evolved along with their overall quality system the company's needs. Smaller companies often use outside consultants.

Training can be thought of as helping people to learn:

For the present and future health of the organization

For personal fulfillment within the organization and in helping the organization to learn, to cope better with its fastest changing environment (Leopold, Harris and Watson, 1999).

Explaining the reasons why organizations train, Leopold, Harris and Watson (1999) stated that training activities are seen as maintenance – maintaining systems processes and standards – but also reactive in that they respond to situations, often crisis, to solve problems - a fire-fight. Training and development can also be proactive, ensuring that the organization has the skills it needs to deal with change and therefore to adapt to change rather than a maintenance orientation.

Career development activities geared towards enhancing the competencies of employees in anticipation of progressing into higher management position (Asare-Bediako, 2002). It is therefore necessary that organization's draw up career development plan for employees that will help them acquire the relevant competencies to assume specific managerial positions in the long-run.

According to Asare-Bediako (2002), development activities are designed to reinforce strength, overcome limitations, provide relevant, new competencies, and broaden outlook. Such development activities usually include formal courses, acting assignment, attachments, job rotation, and delegation. According to him, ideally, at the time of employing staff or just after employment, a career development plan should be prepared for the employee. This should clearly indicate personal profile of the staff, the educational qualification and training, work experience with dates, past training and time, major strengths, major limitations, progression projections and timings and training and development plan and timing.

Objectives of Training

The primary objective of training is to prepare employees – both new and old, for promotions to positions which require added skill and knowledge. This means that the training may range from highly specific instruction as to steps in the performance of a given job to very general information concerning the economy and society. Therefore, it is necessary to establish the goals of training very cautiously. The objectives of training are as follows:

- (i) To impart to new entrants the basic knowledge and skill they need for an intelligent performance of definite tasks;
- (ii) 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;
- (iii) To build up a second line of competent officers and prepare them to occupy more responsible positions;
- (iv) To broaden the minds of senior managers by providing them with opportunities for an inter-change of experiences within and outside with a view to correcting the narrowness of the outlook that may arise from over-specialization;
- (v) To impart customer education for the purpose of meeting the training needs of Corporations which deal mainly with the public. In a nutshell, the objectives of training are to bridge the gap between existing performance ability and desired performance.

Since training is a continuous process and not a one shot affair, and since it consumes time and entails much expenditure, it is necessary that a training program or policy should be prepared with great thought and care, for it should serve the purposes of the establishment as well as the needs of employees. Moreover, it must guard against over-training, use of poor instructors, too much training on skills which are unnecessary for a particular job, imitation of other company training programs, misuse of testing techniques, inadequate tools and equipment, and overreliance on one single technique – e.g., on slides, pictures on lecturers – and not enough on practice.

VII. METHODS OF TRAINING

The following methods are generally used to provide training:

On-the-Job Training Methods: This type of training is imparted on the job and at the work place where the employee is expected to perform his duties. It enables the worker to get training under the same working conditions and environment and with the same materials, machines and equipments that he will be using ultimately after completing the training. This follows the most effective methods of training the operative personnel and generally used in most of the individual undertaking.

1. On Specific Job: On the job training methods is used to provide training for a specific job.

(a) Experience: This is the oldest method of on-the-job training. Learning by experience cannot and should not be eliminated as a method of development, though as a sole approach it is a wasteful, time consuming and inefficient. In some cases, this method has proved to be very efficient though it should be followed by other training methods to make it more meaningful.

(b) Coaching: On-the-Job coaching by the superior is an important and potentially effective approach is superior. The technique involves direct personnel instruction and guidance, usually with extensive demonstration.

2. Job Rotation: The major objective of job rotation training is the broadening of the background of trainee in the organization. If trainee is rotated periodically from one job to another job, he acquires a general background. The main advantages are: it provides a general background to the trainee, training takes place in actual situation, competition can be stimulated among the rotating trainees, and it stimulates a more co-operative attitude by exposing a man to other fellow problem and view-points.

3. Special Projects: This is a very flexible training device. The trainee may be asked to perform special assignment thereby he learns the work procedure. Sometime a task-force is created consisting of a number of trainees representing different functions in the organization.

4. Apprenticeship: Under this method, the trainee is placed under a qualified supervisor or instructor for a long period of time depending upon the job and skill required. Wages paid to the trainee are much less than those paid to qualified workers. This type of training is suitable in profession, trades, crafts and technical areas like fitter, turner, electrician, welders, carpenters etc.

5. Vestibule Training: Under this method, actual work conditions are created in a class room or a workshop. The machines, materials and tools under this method are same as those used in actual performance in the factory. This method gives more importance to learning process rather than production.

6. Multiple Management: Multiple management emphasizes the use of committees to increase the flow of ideas from less experience managers and to train them for positions of greater responsibility. The McCormick &

Company of Baltimore, U.S.A. developed the program. The company claims that the plan has increased employee efficiency, reduced labor turnover and absenteeism, and enabled the company to pay higher wages than those prevailing in the area and industry. In this method; a junior board authorized to discuss any problem that the senior board may discuss, and its members are encouraged to put their mind to work on the business a whole, rather than too concentrate to their specialized areas. **Off-the-job Training Methods** Following are the off the job training techniques:

1. Special Courses and Lectures: Lecturing is the most traditional form of formal training method. Special courses and lectures can be established by business organizations in numerous ways as a part of their development programs. First, there are courses, which the organizations themselves establish to be taught by members of the organizations. Some organizations have regular instructors assigned to their training and development such as Tata and Hindustan Lever in private sector; Life Insurance Corporation, State Bank of India and other nationalized commercial banks, Reserve Bank, Hindustan Steel, Fertilizer Corporation and many others in public sector.

A second approach to special courses and lectures is for organizations to work with universities or institutes in establishing a course or series of course to be taught by instructors by these institutes. A third approach is for the organizations to send personnel to programs established by the universities, institutes and other bodies. Such courses are organized for a short period ranging from 2-3 days to a few weeks.

2. Conferences: This is also an old method, but still a favorite training method. In order to escape the limitations of straight lecturing many organizations have adopted guided, discussion type of conferences in their training programs. In this method, the participants pool, their ideas and experience in attempting to arrive at improved methods of dealing with the problems, which are common subject of discussion; Conferences may include buzz sessions that divide conferences into small groups of four or five intensive discussion. These small groups then report back to the whole conference with their conclusions or questions. Conference method allows the trainees to look at the problem from a prouder angle.

VIII. METHODS OF LEARNING

Traditionally, statistical training comes in the form of lectures and presentations made to an audience who has formally applied for a course covering a specific topic. Sometimes, practical exercises are used to illustrate and support the theoretical framework. Formal and non-formal training methods are still very much the 'norm' and are delivered either by in-house resources or via external contractors.

Formal and non-formal training methods are efficient in that the sessions are dedicated to a specific topic and focused on teaching, however, it is sometimes assumed (and incorrectly so) that for every ounce of teaching there is an ounce of learning by those who are taught. In actual fact, most of what we learn before, during and following classroom-style training is absorbed without it actually being taught to us. By way of example, a child learns fundamental things such as how to walk, talk, eat and dress, without actually being taught these things. In the same way, adults learn most of what they use at work or for leisure purposes whilst being at work or indulging in leisure activities. In contrast, much of what is taught in a classroom setting is forgotten - and what is remembered is often irrelevant.

General Summary

The general aim of the study as stated at the outset of this study is to investigate the training courses offered by human resources management departments at organizations and to suggest ways of enhancing productivity for efficient and effective service delivery. The study is guided by objectives, concrete vision and insights gained from the experience the researcher has from his work.

The researcher first provided background to the study and stated the problem outlining the key concerns of organizations. It also stated that even though human resources departments have training and development policy as well as training courses, it still appears their implementation have not been properly carried out due to factors like not embracing a solid faith and strict scientific approach towards quality training courses in enhancing sustainability for organizations. Then the researcher provided sufficient literature on human resource management, training and development programs were reviewed. It establishes the point that human resources management is probably the single most important issue affecting the ability of organizations to achieve their assigned objectives effectively and efficiently.

This is followed by identifying the training courses and the methodology for the implementation of those training programs and stated the procedures and processes appropriate for this work.

IX. CONCLUSION AND RECOMMENDATIONS

Employee training and development is a necessity in today's work environment. Training and development can lead to lower turnover and increased motivation. There are four basic steps to employee training: employee orientation, in-house training, mentoring, and external training. Different types of training can be delivered, each falling into the steps of employee training. These include technical or technology training, quality training, skills training, soft skills training, professional training, team training, managerial training, and safety training within the types of training, we need to determine which method is best for the actual delivery of training. Options include on-the-job training, mentor training, brown bag lunches, web-based training, job shadowing, job swapping, and vestibule training.

Development of a training development framework is the first step in solidifying the training course. Considerations and steps to developing the training framework include determining the training needs, delivery modes, budget, delivery style, audience, content, time lines, communication of the training, and measurement of the training. Career development programs can be an essential piece to the training program. A comprehensive program or plan either developed by employees or administered by human resources department, can help with motivation and fill the gap when people in the organization leave or retire. It can also be used as a tool.

The following recommendations are made to enhance sustainability and development of organizations:

- i. There is the need for the management of human resources to institute measures to ensure that all staff are made aware of and had adequate knowledge of its training and development policy. All orientation workshops must be used to disseminate the policy to all staff. At best the training and development policy could be made available to staff at the time of recruitment and emphasized during regular and ad hoc meetings.
- ii. The management of human resources should as a matter of urgency ensure the total implementation of the organization's policy to enhance the job skills of the staff for improved performance.
- iii. Budgetary allocations for training should be increased so that training courses could be successfully implemented to enhance the capabilities of staff towards improving quality services through an efficient and effective workforce.
- iv. A systematic training course based on the functional activities and the career progression of each staff could be planned to meet the training and career development needs of staffs. This will ensure that throughout the working life of a staff at organizations, their training and development needs will be planned in advance and implemented to enhance their capabilities to provide quality services to their actual and potential customers. The individual training plan of the staff should, however, be reviewed and updated periodically to meet the challenges of the time.
- v. The effective management of human resources should improve staff participation in training and development activities. It is recommended that the management should involve other staff members in decisions on their training and development programs.
- vi. Human resources management departments should improve the facilities and logistics at its training school to provide a congenial atmosphere for training programs. The training school should be fitted with the state of the art facilities that befit the status of organizations and its staff.
- vii. Since organizations are running tight training budgets, it should consider adopting an technology-based training program for some of its training modules so that it can save money on residential training whilst giving staff the advantage of flexibility of time, space and convenience to be trained. This may, however, come at a cost in terms of the need to acquire more computers (both desktop and laptops) for staff).
- viii. Efficient management of human potential capabilities should improve the training policies to include reward or compensation for staff who undertake self advancement to enhance their skills and improve their performance in order to maintain such staff and reduce attrition.

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