

## **EFFECT OF TRAINING ON EMPLOYEES - A STUDY**

**Dr. Ch. Seetha Ram**

Assistant Professor

GIM, GITAM University

Visakhapatnam

E-mail: drcsr@yahoo.com

---

### **Abstract**

*Training play an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. Knowledge is becoming basic capital and the trigger of development. Previously built on foundations of possessing specific resources and low costs, present day competition is based on knowledge possessing and efficient knowledge management. Modern organizations, therefore use their resources (money, time, energy, information, etc.) for permanent training and advancement of their employees. This research paper deals with these objectives i.e. review and examine the methods of training, effect of training on employees and evaluate the techniques used by the employees for the purpose of development. The sample size of 366 has been chosen for the purpose of study. The sample has been chosen from the Visakhapatnam. The data used for the evaluation is primary data collected through questionnaire filled by the samples.*

**Key words:** Audio, Sensitivity, Simulation, Visual aids.

### **1. Introduction:**

Training and development play an important role in the effectiveness of organisations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organisations employing people need to train and develop their staff. Most organisations are cognizant of this requirement and invest effort and other resources in training and development. Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development entails obtaining and maintaining space and equipment. It also means that operational personnel, employed in the organisation's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training development and delivery. This means they are required to give less attention to activities that are obviously more productive in terms of the organisation's main business.

## **2. Objectives of the Study :**

1. To review and examine the methods of training in manufacturing industry.
2. To study of effect of training on employees with reference to Vedanta industry.
3. To evaluate the techniques used by the employees for the purpose of development.

## **3. Methodology of the Study :**

In this research, we study the effect training on the production of the employees of the organizations. The sample size of 366 has been chosen for the purpose of study. The sample has been chosen from the Visakhapatnam. The data used for the evaluation is primary data collected through questionnaire filled by the samples.

**4. Training techniques/methods:** There are different training methods to direct the growth of learners in terms of knowledge, skills and attitude enabling them to perform their jobs efficiently and effectively. During a training program variety of training techniques are used in combination. Choice of training techniques depends on the following: Learning objectives, Size of the target population, Learning styles and interest of learner, Course contents and duration of training program, and Training interest and capacity. The training techniques available for management development can be categorized mainly into two types: On the job techniques and Off-the job techniques. On the job techniques are learning or training on the location or workplace. Transfer of learning is very fast in such techniques. They consist of: Coaching, Job Rotation, Understudy and Multiple Management. Off the job techniques are learning given in a place away from workplace of the person. Due to limitations attached on the job techniques and off the job techniques are used satisfying the requirements of different training objective. These consist of Case Method, Incident Method, Role playing, In Basket Method, Business Game, Sensitivity Training, Simulation, Grid training, Conferences and Lectures.

**4.1. Coaching:** In coaching the trainee is placed under a particular supervisor who acts as an instructor and teaches job knowledge and skills to the trainee.

**4.2. Job rotation:** The transferring of executives from job to job and from department to department in a systematic manner is called Job Rotation. It develops required diversified skills and a broader outlook important at the senior management levels. Also it increases interdepartmental co-operation and reduces monotony of work.

**4.3. Understudy:** An understudy is a person who is in training to assume at a future time the full responsibility of the position currently held by his/her superior. The person develops competencies to fill the post of his/ her superior, which may fall vacant because of promotion, transfer or retirement. It develops decision making, operating, problems solving and leadership skills in the individual

**4.4. Case study:** Cases are prepared on the basis of actual business situations that happened in various organizations. The trainees are given cases for discussing and deciding upon the case. They are asked to identify the apparent and hidden problems for which they have to suggest solutions. This exercise improves the trainees' decision - making skills by sharpening their analytical and judging abilities.

**4.5. Incident method:** Incidents are prepared on the basis of actual situations. Each trainee is told about the incident and to make short-term decisions in the role of a person who has to cope

with the incident in the actual situation. It aims to develop the trainee in the areas of intellectual ability, practical judgment and social awareness.

- 4.6. Role playing** Asking the participants to assume the role of particular person in the situation stimulates a problem situation. The participant interacts with other participants assuming different roles. Role-playing gives to participants' various experiences, which are of much use to understand people better.
- 4.7. In-basket method:** In this method the trainees are first given background about a simulated company, its products, key personnel, various memoranda, requests and all data pertaining to the firm. The trainee has to understand all this, make roles, delegate tasks and prepare memos within a specified amount of time. Abilities that this exercise develops are: Situational judgment in being able to recall details, establish priorities, interrelate items and determine need for more information. Social sensitivity in exhibiting courtesy in written notes, scheduling meetings with personnel involved and explaining reasons for actions, and (iii) Willingness to make decision and take action.
- 4.8. Business game:** In this method trainees are divided into groups or different teams. Each team has to discuss and arrive to decisions concerning such subjects as production, pricing, research, expenditure, etc. assuming itself to be the management of a simulated firm. The other teams assume themselves as competitors and react to the decision. This immediate feedback helps to know the relative, performance of each team. The team's cooperative decision promotes greater interaction among participants and gives them the experience in cooperative group process. This develops organizational ability, quickness of thinking, leadership qualities and the ability to adopt under stress.
- 4.9. Sensitivity training:** The main objective of sensitivity training is the development of awareness and sensitivity for behavioural patterns of oneself and others. This development results in increased openness with others, Greater concern for others, Increased tolerance for individual differences, Less ethnic prejudice, Understanding of group processes, Enhanced listening skills, and Increased trust and support. It develops managerial sensitivity, trust and respect for others. On the contrary it extracts huge emotional cost from the manager.
- 4.10. Simulation:** In this technique the situation is duplicated in such a way that it carries a closer resemblance to the actual job situation. The trainee experiences a feeling that he is actually encountering all those conditions. The trainee is asked to assume a particular role in the circumstances and solve the problems by making a decision. Feedback is given immediately on the performance of the trainee.
- 4.11. Managerial grid:** It is a six-phase program lasting, from three to five years. It starts with upgrading managerial skills, continues to group improvement, improves intergroup relations, goes into corporate planning, develops implementation method and ends with an evaluation phase. The grid represents several possible leadership styles. Each style represents a different combination of two basic orientations -concern for people and concern for production.
- 4.12. Conferences:** A conference is a meeting of several people to discuss the subject of common interest. But contribution from members can be expected as each one builds upon ideas of other participants. This method is best suited when a problem has to be analyzed and examined from different viewpoints. It helps the members develop their ability to modify their attitudes. Participants enjoy their method of learning as they get an opportunity to express their views.
- 4.13. Lectures:** It is the simplest of all techniques. This is the best technique to present and explain series of facts, concepts and principles. The lecturer organizes the material and gives

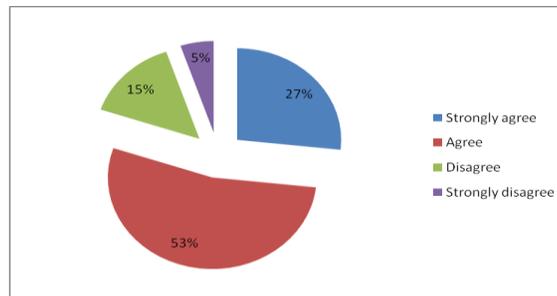
it to a group of trainees in the form of talk. The main uses of lecture in development of managers are: It is direct and can be used for a larger group of trainees, it presents the overview and scope of the subject clearly and it presents the principles, concept-policies and experience in the shortest time. But this method does not give much scope for participation.

**4.14. Training aids:** Training techniques stimulate and direct the learner toward some learning objectives. But effective stimulation in a learning process and situation is achieved through some physical base or objects. These training objects or aids can be classified into three groups: Audio, Visual, and Audiovisual aids.

1. **Audio aids:** Facilitate presentation of learning stimulus through sound, talks, dialogues, lecture etc. Sounds are normally presented through radio, tape recorder, record player and sound track. People learn by hearing from these media. In training audio aids are frequently used.
2. **Visual aids :** Visual aids facilitate presentation of learning stimulus through vision and people learn by seeing posters, exhibits, pictures, etc. For visual presentation of an issue or theme a number of equipment are available such as black board, flannel board and graph, magnetic board, flipchart board and chart displays and exhibits-posters, charts, graphs, silent video tape, episcopes or opaque projector, overhead projector, film strips, silent films, film slides etc. visual aids in one or other form are very popular in teaching and training circles because they are comparatively more effective than audio aids.
3. **Audio - Visual aids :** Audio-visual equipments are used for combined presentation of sound and vision. Sound and vision affect human sensory organs and put the learner in a situation as if he is experiencing the events problems and environment as real. A variety of audio-visual equipments are used now days in education and training program such as film projectors, television including closed circuit television and videocassette recorder and player. Preparation of visual and audiovisual aids requires professional competence. The business world is changing at an ever increasing pace. The globalization of markets, the revolution in information and communication technologies, the increasing importance of financial markets and the war for talent are only a few of the change drivers in the current business climate. Thus business is becoming more and more complex. Many organizations are encouraging newly trained and empowered employees to implement many innovative practices including continuous improvement, empowerment, activity based costing, re-engineering, quality circles, total quality management, balanced score card, competency mapping, employee engagement, employee wellness programs etc.

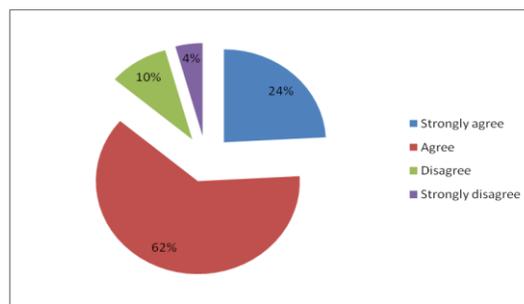
## 5. Data Analysis:

### 1) The Training needs are Identified according to the Organizational need and Employee Requirement.



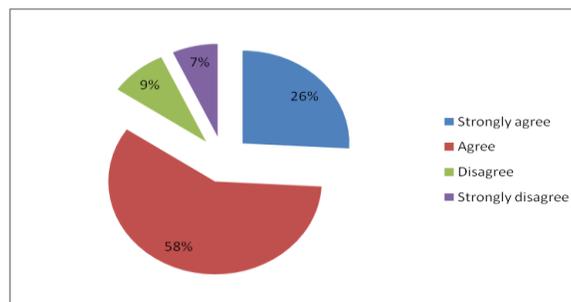
**Interpretation:** Above figure reveals 27% of the respondents strongly agree that training needs are identified according to the organizational need and job holders' requirement. 53% of the respondents agree that training needs are identified according to the organizational need and job holders' requirement. 15% of the respondents disagree that training needs are identified according to the organizational need and job holders' requirement. 5% of the respondents strongly disagree that training needs are identified according to the organizational need and job holders' requirement.

## 2) Location and Quality of training Programs and Facilities are Ideal



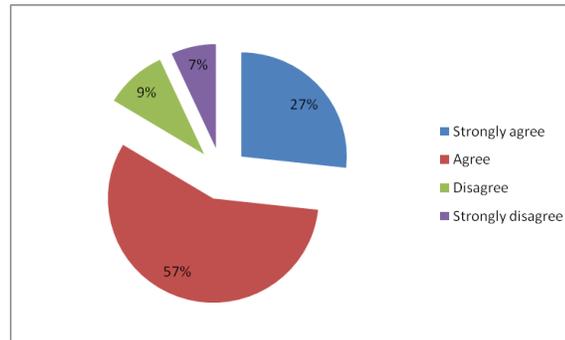
**Interpretation:** Above figure describes 24% of the respondents strongly agree that Location and quality of training programs and facilities are ideal. 62% of the respondents agree that Location and quality of training programs and facilities are ideal. 10% of the respondents disagree that Location and quality of training programs and facilities are ideal. 4% of the respondents strongly disagree that Location and quality of training programs and facilities are ideal.

## 3) Measuring and Monitoring Process of job content in this Organization is Effective



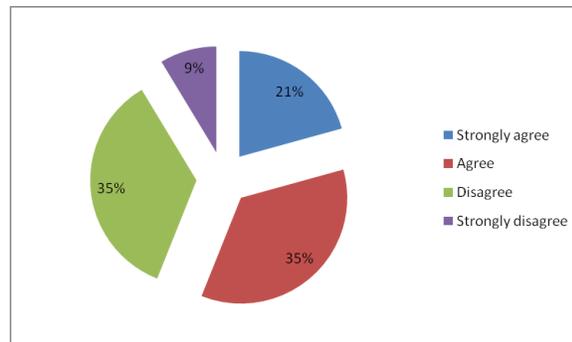
**Interpretation:** Above figure reveals 26% of the respondents strongly agree that Measuring and monitoring process of job content in this organization is effective. 58% of the respondents agree that Measuring and monitoring process of job content in this organization is effective. 9% of the respondents disagree that Measuring and monitoring process of job content in this organization is effective. 7% of the respondents strongly disagree that Measuring and monitoring process of job content in this organization is effective.

**4) The Present Training needs Identification System helps asses My training needs Effectively**



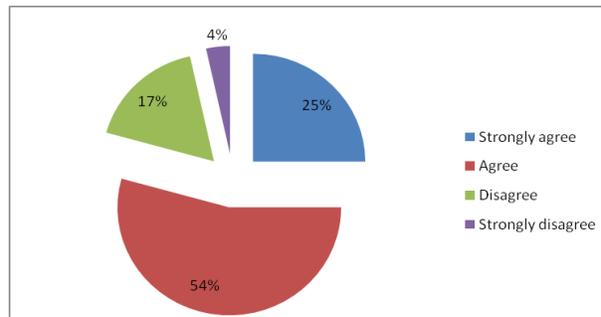
**Interpretation:** Above figure describes 27% of the respondents strongly agree that present training needs Identification system helps asses my training needs effectively. 57% of the respondents agree that present training needs Identification system helps asses my training needs effectively. 9% of the respondents disagree that present training needs Identification system helps asses my training needs effectively. 7% of the respondents strongly disagree that present training needs Identification system helps asses my training needs effectively.

**5) Everyone in this Organization is informed about the Programmes that are Conducted**



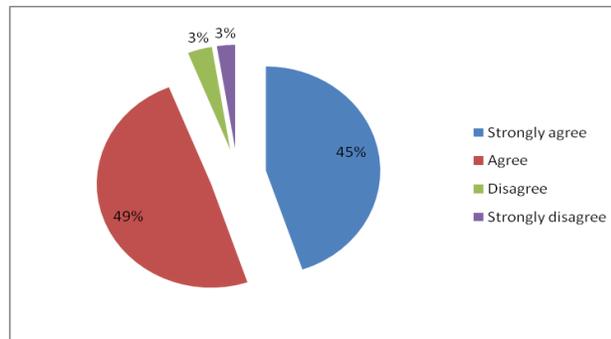
**Interpretation:** Above figure describes 35% of the respondents strongly agree that everyone in this organization is informed about the programs that are conducted. 35% of the respondents agree that everyone in this organization is informed about the programs that are conducted. 21% of the respondents disagree that everyone in this organization is informed about the programs that are conducted. 9% of the respondents strongly disagree that everyone in this organization is informed about the programs that are conducted.

**6) The Objective of Training course is clear.**



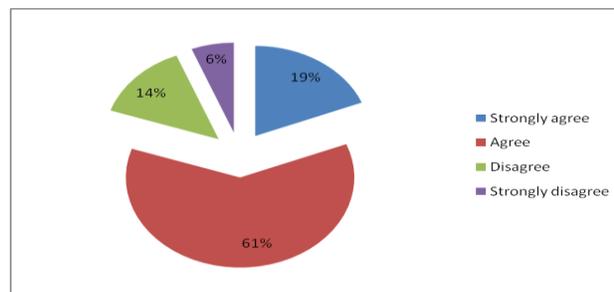
**Interpretation:** Above figure reveals 25% of the respondents strongly agree that objective of training course is clear. 54% of the respondents agree that objective of training course is clear. 17% of the respondents disagree that objective of training course is clear. 4% of the respondents strongly disagree that objective of training course is clear.

**7) Training is Helpful for career Development.**



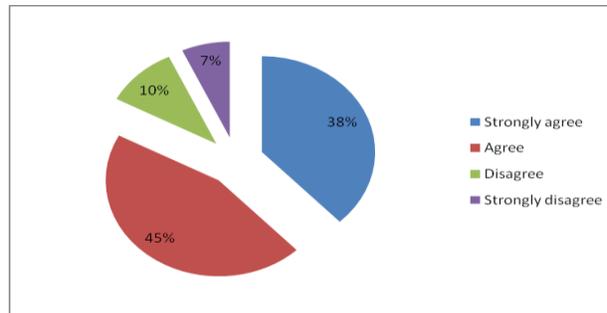
**Interpretation:** Above figure describes 45% of the respondents strongly agree that Training is helpful for career development. 49% of the respondents agree that Training is helpful for career development. 3% of the respondents disagree that Training is helpful for career development. 3% of the respondents strongly disagree that Training is helpful for career development.

**8) Implementing of off the job Training Programs in the Organization is Effective.**



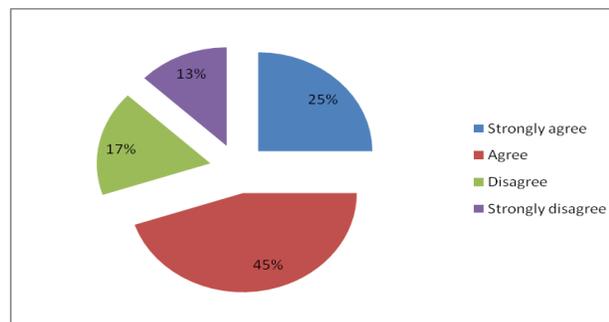
**Interpretation:** Above figure describes 19% of the respondents strongly agree that Implementing of off the job training programs in the organization is effective. 61% of the respondents agree that Implementing of off the job training programs in the organization is effective. 14% of the respondents disagree that Implementing of off the job training programs in the organization is effective. 6% of the respondents strongly disagree that Implementing of off the job training programs in the organization is effective.

**9) Training & Development helps us to do multi tasking & carryout multi skilled activities.**



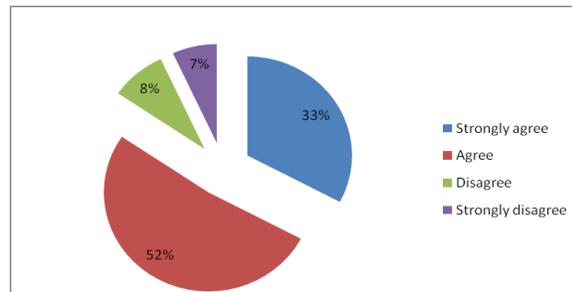
**Interpretation:** Above figure reveals 38% of the respondents strongly agree that Training & Development helps us to do multi tasking & carryout multi skilled activities. 45% of the respondents agree that Training & Development helps us to do multi tasking & carryout multi skilled activities. 10% of the respondents disagree that Training & Development helps us to do multi tasking & carryout multi skilled activities. 7% of the respondents strongly disagree that Training & Development helps us to do multi tasking & carryout multi skilled activities.

**10) Skill Identification in this Organization is Effective.**



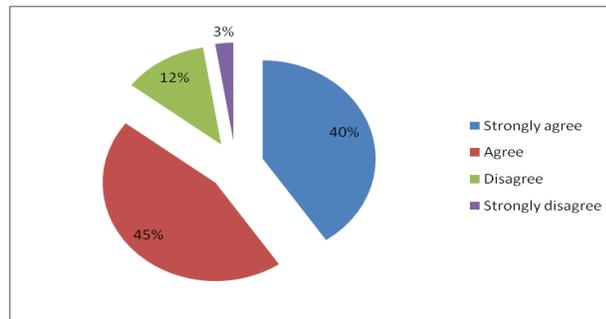
**Interpretation:** Above figure describes 5% of the respondents strongly agree that Skill identification in this organization is effective. 45% of the respondents agree that Skill identification in this organization is effective. 17% of the respondents disagree that Skill identification in this organization is effective. 13% of the respondents strongly disagree that Skill identification in this organization is effective.

**11) Training and Development helps in improving our Performance when New Responsibilities and Duties are given.**



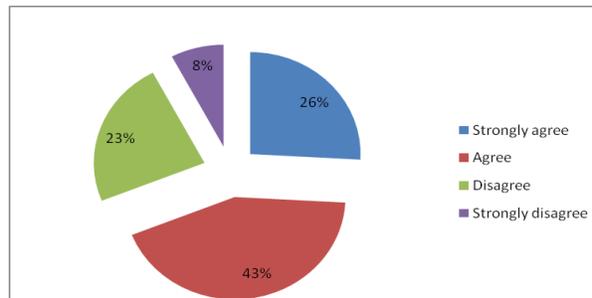
**Interpretation:** Above figure reveals 33% of the respondents strongly agree that training and development helps in improving our performance when new responsibilities and duties are given. 52% of the respondents agree that training and development helps in improving our performance when new responsibilities and duties are given. 8% of the respondents disagree that training and development helps in improving our performance when new responsibilities and duties are given. 7% of the respondents strongly disagree that training and development helps in improving our performance when new responsibilities and duties are given.

**12) Training Program helps improve our Managerial & Behavioral skills**



**Interpretation:** Above figure reveals 40% of the respondents strongly agree that Training program helps improve our Managerial & Behavioral skills. 45% of the respondents agree that Training program helps improve our Managerial & Behavioral skills. 12% of the respondents disagree that Training program helps improve our Managerial & Behavioral skills. 3% of the respondents strongly disagree that Training program helps improve our Managerial & Behavioral skills.

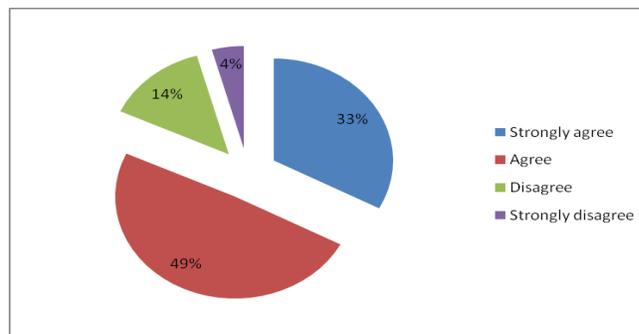
**13) Your Feedback after the training Programs is valued by the Management**



**Interpretation:** Above figure reveals 26% of the respondents strongly agree that their feedback after the training programs is valued by the management. 43% of the respondents agree that their feedback after the training programs is valued by the management. 23% of the respondents disagree that their feedback after the training programs is valued by the management. 8% of the respondents strongly disagree that their feedback after the training programs is valued by the management

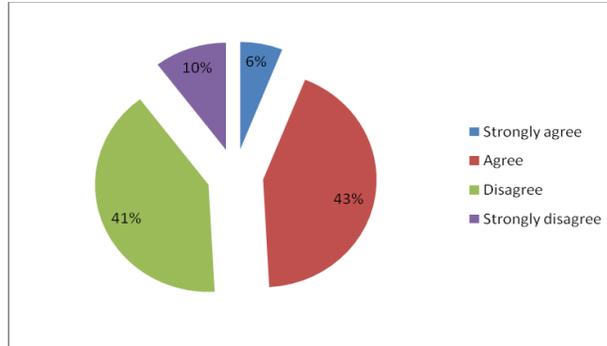
**14) The Factors influencing me to Participate in the Training Programs.**

**a) Job Requirement.**



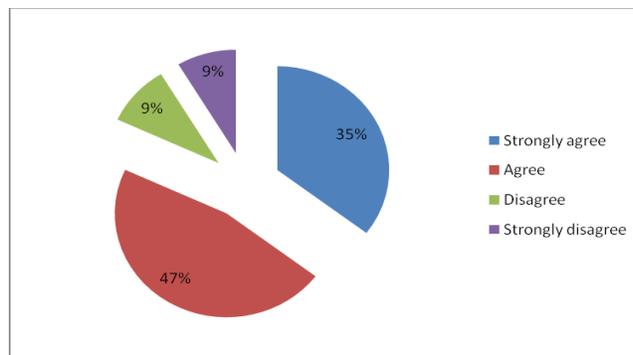
**Interpretation:** Above figure describes 33% of the respondents strongly agree that job requirement is a factor influencing them to participate in the training programs. 49% of the respondents agree that job requirement is a factor influencing them to participate in the training programs. 14% of the respondents disagree that job requirement is a factor influencing them to participate in the training programs. 4% of the respondents strongly disagree that job requirement is a factor influencing them to participate in the training programs.

**b) Company compulsion.**



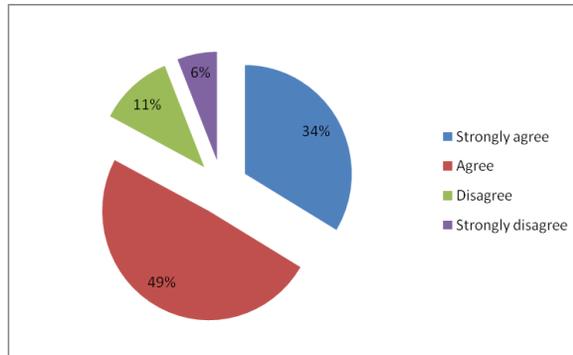
**Interpretation:** Above figure reveals 6% of the respondents strongly agree that Company compulsion is a factor influencing them to participate in the training programs. 43% of the respondents agree that Company compulsion is a factor influencing them to participate in the training programs. 41% of the respondents disagree that Company compulsion is a factor influencing them to participate in the training programs. 10% of the respondents strongly disagree that Company compulsion is a factor influencing them to participate in the training programs.

**c) To Improve the Efficiency in job Performance.**



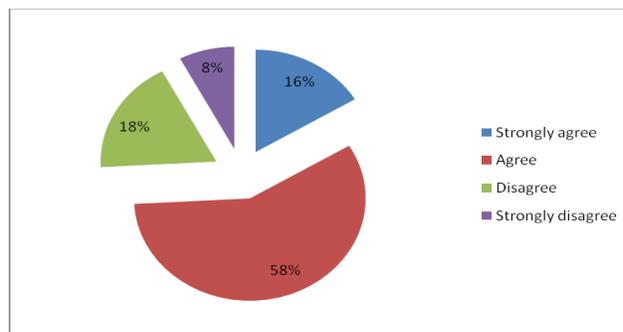
**Interpretation:** Above figure describes 35% of the respondents strongly agree that to improve the efficiency in job performance is a factor influencing them to participate in the training programs. 47% of the respondents agree that to improve the efficiency in job performance is a factor influencing them to participate in the training programs. 9% of the respondents disagree that to improve the efficiency in job performance is a factor influencing them to participate in the training programs. 9% of the respondents strongly disagree that to improve the efficiency in job performance is a factor influencing them to participate in the training programs.

**d) Personal Interest.**



**Interpretation:** Above figure reveals 34% of the respondents strongly agree that Personal interest is a factor influencing them to participate in the training programs. 49% of the respondents agree that Personal interest is a factor influencing them to participate in the training programs. 11% of the respondents disagree that Personal interest is a factor influencing them to participate in the training programs. 6% of the respondents strongly disagree that Personal interest is a factor influencing them to participate in the training programs.

#### 15) Opinion of the Respondents on Appropriateness of the Training courses to job needs.



**Interpretation:** Above figure describes 16% of the respondents strongly agree that they are satisfied with the appropriateness of the training courses to their job needs. 58% of the respondents agree that they are satisfied with the appropriateness of the training courses to their job needs. 18% of the respondents disagree that they are satisfied with the appropriateness of the training courses to their job needs. 8% of the respondents strongly disagree that they are satisfied with the appropriateness of the training courses to their job needs.

#### 5.1. FINDINGS:

- The training needs were done in an effective manner.
- Training needs are specify identify for each department and programs are insisted for each department.
- Respondents are highly satisfied with the training session in the company and strongly agree that the training helps them to increase their levels of performance.

- The linking of appraisal to the training is highly appreciated by the respondents .
- The Organization may focus on improving its communication mechanism with reference to trainings and the training calendar.
- The survey proves that the trainings provided to respondents , helps them in fulfilling their responsibilities successfully.
- Well trained respondents admit that after being trained, they are able to perform Multi Tasking more efficiently.

## 5.2. SUGGESTIONS:

- The competencies for each job in each department should be taken into consideration while assessing the training needs. At the organization level, it should be seen as to where the need lies.
- As the employee are considered to be the assets of an organization, it should be made sure that continuous training is imparted and morale of the respondents is kept high or else this can be one of the reasons for attrition.
- Crucial departments like R&D, Quality Control etc should be given priority while assessing needs.
- At the individual level, apart from the appraisal reviews, training needs assessment should be ongoing process between the executive and his superior. There should be a one-to-one interaction between the executive and his superior to review his/her training needs.
- Such reviews should be held quarterly. This would increase interaction among people and help in constant monitoring of an individual's growth.
- Individual records should be maintained for each employee, which should contain the details of the employee's skills and competencies.

## References:

1. Bennis. Warren G. (1969), 'Organization Development: Its Nature', Origin and Prospects, Addison - Wesley, p. 2.
2. Greer, M. (1992), 'Project Management: Tools and Techniques for Instructional Designers and Developers'. Educational Technology Publications, Englewood cliffs. New Jerseys.
3. Ch.Seetha Ram, Human Resource Management, VDM-Verlag Publishers, Germany, 2011.
4. Koontz, O' Donnell and Wehrich. (1986), 'Essentials of Management', McGraw -Hill Book Co., p. 6.
5. Pedler, M., T. Boydell and J. Burgoyne. (1989), 'Towards the learning company', Management Education and Development, 20(1), pp. 1-8.
6. Report of the National Commission on Labour (2002), Ministry of Labour, Government of India, New Delhi.