Full Length Research Article

THE MAJOR METHODS OF TRAINING

Senthil Kumar, A. and *Dr. T. Rangasamy

Department of Adult Education, Annamalai University, Annamalai Nagar, Tamilnadu, India

ARTICLE INFO	ABSTRACT
	The method of training programme has certain aims to fulfill. These are concerned with the determination of change in the organizational behavior and the change needed in the organizational structure. Hence evaluation of any training program must inform us whether the training programme has been able to deliver the goals and objectives in terms of cost incurred and benefits achieved. The analysis of the information is the concluding methods of programme. The analysis of data should be summarized and then compared with the data of other training programmes similar nature.

INTRODUCTION

A planned and systematic effort to modify or develop knowledge / skill/ attitude through learning experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she perform adequately a given task or job.

Training

Training has always played an important and an integral part in furthering many kinds of human learning and development. It organizations are to make the best of the training methods in their response to and promotion of change, the training methods will need to be closely linked with business plans. The detailed training policy needs to be agreed and implemented from the top of the organization and supported by management at all levels. The following are the different types of training given to an individual / group of individual to develop their small in a particular field.

Identification of Training Needs

Training is a specialized function. Hence trainer must know exactly what is required from the training programme in accordance to the identified tools framework techniques processes are identified in designing and implementing efficient effective timely and productive training programmes for those who require it. Training needs also determine the

*Corresponding author: Dr. T. Rangasamy

nature of training program. Where people continually expand their capacity to create results they truly desire. Where new and expansive paupers are nurtured. Where collective aspiration is set free. And where people are continually learning how to learn together (Senge, 1990). Training is imparted to people in organization with certain defined objectives and goals. However it must be remembered that the goals and objectives of organization differ to a great extent. Hence the defined objectives of a training programme should be assessed in the light of the goals of that organization. In 1944. Assheton Committee stated the objectives of training in the following manner (Assheton Committee Report, 1944).

a. It endeavors to produce a civil servant whose precision and clarity in the transaction of business can be taken for granted.
b. It helps attuning the civil servant to the task he is called upon to perform in a changing world. It in other words helps him to adjust his outlook and methods to the changing needs of new times.

Concept of Training

Training has been defined by a number of scholars and trainers like Change agents. Some of the definitions are as follows: According to Fllippo:" the act of increasing the skills of an employee for doing a particular Job" can be termed as training. (Edwin, 1984). Similarly Steinmetz has observed. "Training is a term process utilizing a systematic and organized procedure by which non-personnel learns technical knowledge and skills for a definite purpose". (Lawrence Steinmitz, 1968). From the above definitions it can asserted training is a technique

concerned with the development of skills and knowledge in particular actor discipline. Training enhances and improves person's skills. Imparts knowledge to change person's attitudes and values towards a particular direction. William Torpey has defined training as "the process of developing skills. Habits. Knowledge and attitudes in employees for the purpose of increasing effectiveness of employees in their present government positions as well as preparing employees for future government positions" (William, 1959).

Training process

- ❖ Identification of training needs and the setting of training objectives.
- ❖ Identification and selection of training and development methods.
- ❖ Designing of a training and development programme
- ❖ Implementation of the programme
- ❖ Evaluation of the programme

1. Orientation Training Method

Every Person entering an Organization or unit for the first time needs orientation training. Generally, new people are apt to move attentive, open-minded and eager to learn them the "old hands" and what they learn is move likely to remain indelibly fixed in their minds. Therefore, a good orientation is important to new people.

2. Lecture Method

Lecture can be made lively through well planned theme with examples and stories from real life. Trainer may turn a lecture into discussion by posing a practical problem. Lecture can be quite effective in combination with demonstration.

3. Discussion Methods

Every participant is treated as equal and capable of contributing ideas. It teaches people to tolerate differences of opinion and express once its opinion. Attentive listening and active participation are required all-through. Trainer should guide participants to stay on theme and encourage every body's active involvement. This method creates motivation and generates new ideas.

4. Role-Play Method

Role-play provides opportunities to participants to act the role of characters assigned by the Trainer. Trainer narrates a problem and describes the characters. It provides a non-threatening environment, free flow of dialogue, and interesting situation. Trainer can skillfully lead the participants to conclusions. Role-play method is full of activity, enthusiasm, .sharing and self-directed learning.

5. Case- Study Method

A case should have adequate description of some real situation so as to facilitate discussion and analysis. Participants are required to be active to use their knowledge. A case study may be distributed in the form of tape, video-tape, written case or

oral description. Case study provides indirect experience of a given situation.

6. Brain Storming Method

There are two phases in brain-storming viz. idea-generation and idea evaluation. Every participant is encouraged to offer his ideas. At first there is no judgment or discussion. Trainer simply guides the process, and helps in recording ideas.

7. Story Telling Method

Story telling is one of the important training methods as it creates interest in trainees and increases the retention power. Traditionally, oral stories were passed from generation to generation and served solely by memory. Conversely in modern times, the vast entertainment industry is built upon a foundation of sophisticated multimedia story telling.

8. Buzz Session Method

Buzz session is a short, small group discussion session. It is used as an effective means of achieving trainee's participation. In buzz session, a problem is actively discussed upon by a small group of trainees for a short interval of time. The size of the group is between 3-6 and the duration between 5-8 minutes. There will be active communication and group interaction and this naturally, stimulate thinking which leads to the generation of new ideas. Buzz groups can be used is concurrent sessions.

9. Survey Method

Surrey method is the personal experience of the trainees to collect data from the identified sample with the help of standardized interview schedule. This enables the trainees to see the society in close quarter. Survey method also provides opportunity for the trainees to analyze the data and present it in the readable form.

10. Demonstration Method

Demonstration can supplement content and translate descriptive material into actual practice. Demonstration serves two purposes in training. First, it can be used to provide a model of a skill. Second, it can be for support to explain an idea, theory, belief, concept or skill.

11. Residential Training Method

The Residential training is more than ordinary training carried out under one roof. It requires a considerable commonality and sharing of conditions and of work between all trainees and trainers to demonstrate in practice what common living, sharing, participation and joint responsibility mean. Trainers many times divide the participants in different groups and assign the responsibilities like up keep of training venue, food arrangements, and coordinator ship for academic sessions. This provides leadership quality in the trainees.

12. Workshop method

Workshop is also useful in development of social life-skills, communication skills, procedure for management etc. the

major focus of workshop is group activity based learning. A workshop may continue for a few days involving 5-6 hours group work every day. In a workshop the participants may work individually in the venue or may take some home assignments for development of materials. Coordination of workshop activities requires organizational skills on the part of the organizer.

13. Stimulation Training method

A training method that represents a real life situation. Experimental training suitable for cross-cultural relations, team building, empowerment problems solving in real work conditions. Trainees participate in a reality-based interactive activity where they immediate actions required on the job.

14. In Basket Method

This is an interesting and practical method of training for disposal of paper work. The trainees go through all the papers quickly and decide which items are most necessary for immediate action.

Conclusion

The Trainer may be limited by a number of unforeseen constraints which may not allow a fully comprehensive study of behavioral problems or training needs to be undertaken. In circumstances such as these, the trainer may have to employ very basic methodology and take a number of short cuts.

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