

Block

3

Trainer and Training Management

UNIT 1

Trainer and Training Institutions	5
--	----------

UNIT 2

Training Project Formulation	25
-------------------------------------	-----------

UNIT 3

Training and Human Resource Development	38
--	-----------

ORIGINAL PROGRAMME DESIGN COMMITTEE

Prof. Amita Shah Gujarat Institute of Development Research Ahmedabad	Prof. P. Radhakrishnan Madras Institute of Development Studies, Chennai
Prof. S. K. Bhati Jamia Millia Islamia University, New Delhi	Prof. Ramashray Roy (Rtd) Centre for Study of Developing Societies New Delhi
Prof. J. S. Gandhi (Rtd) Jawaharlal Nehru University, New Delhi	Prof. R. P. Singh (Rtd) Ex-Vice-Chancellor, MPUAT, Udaipur
Prof. Gopal Krishnan (Rtd) Punjab University, Chandigarh	Prof. K. Vijayaraghavan Indian Agriculture Research Institute, New Delhi
Prof. S. Janakrajan (Rtd) Madras Institute of Development Studies Chennai.	Dr. Nilima Shrivastava, IGONU, New Delhi
Prof. Kumar B. Das Utkal University, Bhubaneswar	Prof. B. K. Pattanaik, IGNOU, New Delhi
Prof. Nadeem Mohsin (Rtd) A.N.Sinha Institute of Social Sciences, Patna	Dr. Nehal A. Farooquee, IGNOU, New Delhi
	Dr. P. V. K. Sasidhar, IGNOU, New Delhi

REVISED PROGRAMME DESIGN COMMITTEE

Late Prof. T S Papola(Rtd) Institute of Studies in Industrial Development New Delhi	Dr, S, Rubina Naqvi Hindu College, University of Delhi, Delhi
Prof. S. Janakrajan (Rtd) Madras Institute of Development Studies Chennai.	Prof. Nadeem Mohsin (Rtd) A.N.Sinha Institute of Social Sciences, Patna
Prof. S. K. Bhati Jamia Millia Islamia University, New Delhi	Prof. Rajesh, Delhi University, New Delhi
Prof. Preet Rustagi Institute of Human Development, New Delhi	Prof. B. K. Pattanaik, IGNOU, New Delhi
Prof. Gopal Iyer (Rtd) Punjab University, Chandigarh	Prof. Nehal A. Farooquee, IGNOU, New Delhi
Dr. S Srinivasa Rao Jawaharlal Nehru University, New Delhi	Prof. P. V. K. Sasidhar, IGNOU, New Delhi
	Dr. Pradeep Kumar, IGNOU, New Delhi
	Dr. Grace Don Nemching, IGNOU, New Delhi
	Dr. Nisha Varghese, IGNOU, New Delhi

COURSE PREPARATION TEAM

Units Writers:

Dr. Jagabandhu Banerjee
Indian Society of Training and Development
New Delhi (Unit 1 and 3)

Mr. P. Shukla
Saket, New Delhi (Unit 2)

Editors:

Prof. S.N. Laharia (Rtd.)
Haryana Agricultural University
(Content Editor)

Mr. Praveer Shukla (Language Editor)

Prof. P. V. K. Sasidhar, IGNOU

Prof. B. K. Pattanaik, IGNOU

Prof. Nehal A Farooquee, IGNOU

Course Coordinator: Prof. P.V.K. Sasidhar. E-mail: pvksasidhar@ignou.ac.in

Programme Coordinators : Prof. P.V.K. Sasidhar, Prof. B.K. Pattanaik, Prof. Nehal A. Farooquee

PRODUCTION TEAM

Mr. K.N. Mohanan Asst. Registrar (Publication) MPDD, IGNOU, New Delhi	Mr. Babu Lal Rewadia Section Officer (Publication) MPDD, IGNOU, New Delhi
---	---

June, 2019

© Indira Gandhi National Open University, 2019

ISBN: 978-93-89200-24-9

All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Indira Gandhi National Open University.

Further information on the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi.

Printed and published on behalf of the Indira Gandhi National Open University, New Delhi by the Registrar, MPDD, IGNOU, New Delhi.

Laser Typeset by Tessa Media & Computers, C-206, A.F.E.-II, Okhla, New Delhi.

Printed at : Dee Kay Printers, 5/37 A, Kirti Nagar Indl. Area, New Delhi - 110 015

BLOCK 3 TRAINER AND TRAINING MANAGEMENT

Block 3 on ‘**Trainer and Training Management**’ consists of three units. This block gives an idea about trainer and training institutions, training project formulation and training and human resource development.

Unit 1 on ‘**Trainer and Training Institutions**’ deals with the quality of a good trainer, types of trainers and their role and functions. This unit also covers training system development and organization’s role in training.

Unit 2 on ‘**Training Project Formulation**’ discusses the basic concepts and meaning of training project proposal. Besides, it also covers various steps in training project formulation, format for writing training project and logistic framework approach in training proposal formulation.

Unit 3 on ‘**Training and Human Resource Development**’ deals with the concept, importance and benefits of human resource development (HRD). It also describes systems, sub-systems and components of HRD.



UNIT 1 TRAINER AND TRAINING INSTITUTIONS

Structure

- 1.1 Introduction
- 1.2 Trainer: Meaning, Types and Functions
 - 1.2.1 Types of Trainers
 - 1.2.2 Roles of Trainers
- 1.3 Good Trainer: Qualities, Skills and Roles
 - 1.3.1 Qualities Required for Good trainers
 - 1.3.2 Skills Required for a Good Trainer
 - 1.3.3 Functions of a Good Trainer
- 1.4 Training Centres and Training Locations
 - 1.4.1 Training Location
- 1.5 Training System Development
- 1.6 Organisation's Role in Training
- 1.7 The Indian Society for Training and Development (ISTD)
- 1.8 Let Us Sum Up
- 1.9 Keywords
- 1.10 References and Selected Readings
- 1.11 Check Your Progress - Possible Answers

1.1 INTRODUCTION

Dear Learner,

We understood from the discussion in previous block that, training needs assessment helps to define a target group's learning needs and validate what training may be required for the planned developmental activities. Once the training needs are assessed, next logical steps are selecting trainer, and training project formulation for human resource development. These issues are discussed in this block for your understanding.

According to the International Labour Organisation (ILO), training is the process of acquiring the knowledge, skills, and attitude that are needed to fill the gap between what people want to do, and what they are able to do now. It brings observable and measurable changes in skills, attitude, and behaviour among the trainees at their respective workplaces. Due to rapid changes in technology, increasing automation in offices and factories, markets, and society, training has become very important in keeping an organisation ready to face the new challenges in this world. Today, development organisations in all sectors spend lots of time and money in training their employees. Training is a major manpower management function. Training is a part of management development and also a form of organizational development. The most effective managers are those who can best develop the human resources of an organization, for the purpose of achieving organizational goals and objectives. For the successful implementation of any training programme and effective transfer of knowledge, role of a trainer

and training institution is pivotal. This unit deals in detail about the trainer and training institutions.

After studying this unit students will be able to

- Understand the meaning, types, roles, qualities and functions of a trainer.
- Explain the important requirements of training institutions.
- Describe the training system development activity of training organization.

1.2 TRAINER: MEANING, TYPES AND FUNCTIONS

Trainer plays an important role in the training. Trainers are not only friend, philosopher and guide of trainees, but also are architects of training programmes. According to Paul Chaudhary “a trainer is any person whose resources contribute to the learning and growth of one or more than one persons”. It is very important, therefore, to have a professionally qualified trainer, as his qualities and qualifications will highly influence the training and learning process.

1.2.1 Types of Trainers

Following are five types of trainers in a training institution:

- Regular Staff:** These are regular employees of a training institution and carry out training programmes regularly. Generally, they are the coordinators of various training programmes, taking into account their expertise in the subject.
- Ad hoc Staff:** Their appointment is *ad hoc* in nature and they are appointed for the purpose of handling additional workloads.
- Part-time Staff:** They are appointed to handle specific assignments. Their appointment is temporary.
- Guest Faculty:** The guest faculties are invited by the training institutions to take classes on various specialized areas in which the regular staffs of the training institutions do not have adequate knowledge and skill. The guest faculties are hired from specialized institutions and are paid honorariums for their trainings, which is usually a fixed amount. Moreover, supplementing the guest faculty with the regular faculty reduces the monotony in the training programme.
- Consultants:** Training institutions appoint consultants to help the regular faculty in the preparation and organization of training programmes. Besides, they also help the regular faculties in the preparation of background documents for training and smooth conduction of training sessions by keeping contact with the guest faculty. They are paid a consolidated amount.

1.2.2 Roles of Trainers

The role of a trainer has many facets, and some of the important ones are given below for your comprehension:

- The trainer is an explainer

- ii) The trainer is a clarifier
- iii) The trainer is a supporter
- iv) The trainer is a confronter
- v) The trainer is a role model
- vi) The trainer is a linker
- vii) The trainer is a motivator
- viii) The trainer is a translator/interpreter
- ix) Trainer as change agent

i) Explainer

At the outset, the role of a trainer must be of an explainer. He, or she, must explain the goal, objectives, and practices of the training programme clearly to the trainees. While doing that he, or she, must promote participation and involvement of trainees. It is said that change is best achieved through communication and involvement. To benefit all, or most, of the participants, the trainer must value participatory training management. The trainer must not adopt an authoritarian way, but needs to follow a democratic way of training management.

ii) Clarifier

The trainer as a clarifier clarifies the doubts of the trainees. Sometimes, the trainees cannot immediately express their expectation from the training. When an individual trainee, or, a group of trainees, is bogged down and uncertain about how to proceed with group work or an individual assignment, then, the trainer could help them and clarify. One who fails to clarify the doubts may lose the confidence of trainees.

iii) Supporter

The training group supports the trainees and clear their difficulties. Trainees sometimes feel shy about expressing their views for fear of a “negative halo effect”, or they feel that they may be considered incompetent by their fellow trainees. Here, the duty of a trainer is to act as a supporter and a friend to the trainees. In other words, the trainer must see the trainee as a friend.

iv) Confronter

The trainer must be a confronter. Confrontations are statements or questions that encourage self-examination. According to Friedman and Yarbrough “a trainer must work with an apparent paradox. On the one hand, they must accept the participants as they are. On the other hand, they must confront them, that is, challenge them to grow”.

v) Role model

The trainer should be a role model for the trainees. S/he must be friendly with trainees, freely express deficiencies, and get feedback from the trainees and amend himself or herself. Trainers must try to overcome their deficiencies by holding free and frank discussion with the trainees.

vi) Linker

The trainer establishes links with the trainees and the resource persons, both inside and outside the training institution for the effective launching of training programme. Besides, a trainer also establishes links among the trainees. The ability to effectively establish links is a hallmark and a required skill of a trainer.

vii) Motivator

The trainer as a motivator creates enthusiasm among the trainees to attentively undergo the training programme. Regardless of what the session is about, the trainer must always try to encourage the participants to listen. The trainer can talk to the group before the session starts to identify their needs. If this cannot be done, the trainer should plan a few minutes discussion with the trainees at the beginning of the session to find their needs and link the session to those needs.

viii) Translator or Interpreter

During the process of training, a trainer performs the role of an interpreter or a translator. S/he translates the views expressed by the trainees in a regional or local language. Some trainees lack the ability to communicate in a common language and express their views in their local language. In this situation, the trainer can translate the trainee's view to the group. In a multilingual country like India, the role of a trainer as a translator or interpreter is quite significant.

ix) Change agent

The trainer as a change agent views his or her role as that of preparing the trainees for change, so that he or she is able to cope with the internal as well as external change. Trainers in their capacity as change agents are concerned with the well-being and progress of the trainees and their organisation. The change agent, in the extreme sense, is concerned with people and people-related knowledge, skills and values, than with task-related aspects.

Activity 1

Visit a nearby training institution and enquire about different types of trainers employed by the institute. Compare with those given in the above section and write your observations.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit.

1) What do you mean by a trainer?

.....

.....

.....

.....

.....

.....

2) Name different types of trainers

.....

.....

.....

.....

.....

.....

3) What are the roles of a good trainer?

.....

.....

.....

.....

.....

.....

1.3 GOOD TRAINER: QUALITIES, SKILLS, AND ROLES

1.3.1 Qualities Required for Good Trainers

Good trainers should:

- i) Believe in and have a passion for what they are teaching.
- ii) Know their material well.
- iii) Use lots of metaphors explaining the materials.
- iv) Be willing to share their personal experiences with the topic.
- v) Have a good sense of humour about the subject.

- vi) Talk to, not at, or down to, the people in the class.
- vii) Not get caught up with one person's issues in the class.
- viii) Keep the class moving at a fast pace without losing anyone.
- ix) Respect everyone in the class.
- x) Involve trainees in group activities.
- xi) Appreciate the interventions made by the trainees.

1.3.2 Skills Required for a Good Trainer

A trainer is incomplete without the possession of the trainer skills. The following intra-personal and inter-personal skills are required for a trainer.

- a) **Intra-personal skills** are required to improve the knowledge base of the trainer as well as being a means for continuous improvement of the self as an effective trainer. This helps the trainer in language skills, different ways of communicating with their trainees, and thoroughly involved in the training programmes. Intrapersonal communication needs intellect as well as physical and emotional involvement. Some of the attributes of intra-personal skills of a trainer are given below.

- Thinks
- Reads
- Analyses
- Innovates
- Nurtures
- Encourages
- Reviews

- b) **Inter-personal skills** are the skills required for better communication with the participants. This involves active listening, better management of the interruptions, tolerating and encouraging different views. This helps the trainer to better manage the conflicts and increase participations among trainees and colleagues, which ultimately help in increased productivity and better workplace environment. Some of the attributes of interpersonal skill are given below.

- Talks audibly
- Relates
- Accommodates
- Inspires
- Notices
- Entertains
- Responds

1.3.3 Functions of a Good Trainer

The trainer is the medium to inspire participants to actively participate in the learning process. The trainer introduces a topic to the trainees and communicates

the details of subject or skills by selecting methods which directly involve them. A trainer may be an expert in subjects or having good communication skills and is someone who understands group dynamics in training sessions that involve participants with diverse backgrounds. When a trainer with a holistic approach can continue to reach out to participants throughout the training program, then, definitely a training program will be a happy training experience for the trainees; and there will be a sense of accomplishment at the end of the day for the trainer as well as of the trainees. Therefore, the main functions of a good trainer may be summarized in the manner given below.

- **Manager of Training and Development:** Planning, organizing, staffing, controlling training and development projects, and linking training and development with other organizational units.
- **Strategist:** Developing long range plans in order to accomplish training and development missions.
- **Task Analyst:** Identifying activities, tasks, sub-tasks, and human resource and support requirements that may be necessary to attain specific results in a job or organizations.
- **Media Specialist:** Selecting the right software for programmes, for example, audio visual, computer, and other hardware-based technologies for training.
- **Instructional Writer:** Developing good training materials.
- **Marketer:** Selling training and development viewpoints, learning packages, programs, and services to target audiences.
- **Facilitator:** Facilitating the act of translating learning into practice.
- **Instructor:** Presenting information and directing structured learning experiences so that individuals learn.
- **Counsellor:** Helping individuals to enhance their personnel competencies and plan development and career actions.
- **Transfer Agent:** Helping individuals apply new learning to their tasks.
- **Evaluator:** Identifying the extent of the impact of a program, service or product and calculate the Return on Investment.

Activity 2

Visit a nearby training institution and enquire about skills and functions of trainers. Compare with those given in the above section and write your observations.

- a) **Skills**
-
- b) **Functions**.....
-

Check Your Progress 2

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit.

1) Write the skills required for a trainer.

.....

.....

.....

.....

.....

.....

2) What are the functions of a good trainer?

.....

.....

.....

.....

.....

.....

1.4 TRAINING CENTRES AND TRAINING LOCATIONS

Training institutions should take care of the needs of the trainers as well as of trainees. An atmosphere conducive to learning makes the training process effective. The training organisers of an organisation should ensure that the training is planned in such a way that it achieves its objectives and is also cost-effective. The training requirements in the organisation should be summarized in a training proposal. The training centre must acquire new technologies and use e-training facilities for making the training programme stimulating. There are, of course, many more factors to be considered than just the knowledge requirements. Therefore, the role of a training organisation is crucial for successful formulation and implementation of various training programmes.

1.4.1 Training Location

Training programmes may be conducted in-house, within an organisation's premises. Some organisations have fully equipped training centres. Some take their participants to tourist locations, away from the training place. This may increase the interests of the participants, but it involves extra time and money. Therefore, sometimes donor agencies sponsoring training programmes keenly search for location of training institution.

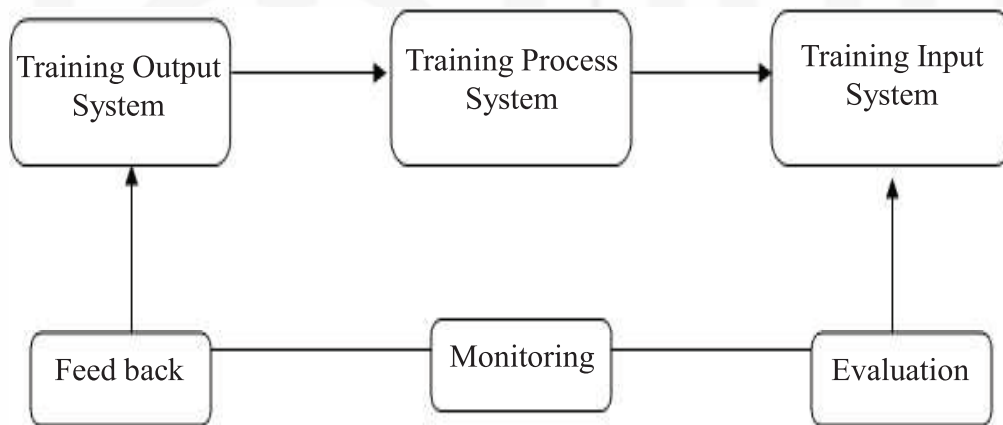
Some factors which help the trainer and the organisation to decide on the location are given below:

- i) Number of participants
- ii) Size of training room
- iii) Suitable chairs and tables
- iv) Lighting
- v) Background noise
- vi) Access
- vii) Facilities
- viii) Acoustics
- ix) Air conditioning
- x) Power outlets
- xi) Availability of training aids
- xii) Public address system
- xiii) Storage area

1.5 TRAINING SYSTEM DEVELOPMENT

Training System Development (TSD) is an important activity of a Training Organization. A simple model of a training system development is given in the figure below.

Fig 1: Simple Model of Training System



The model starts with Training Inputs such as training curriculum, AV aids, resource persons, etc who implement the training or process the training which ultimately result in output such as increase in knowledge, attitude and skills. The feedback is given to training input system, training process is monitored and output is evaluated.

The eight tasks of a Training System, as given by Lynton and Pareek, are discussed below.

- i) **Build and Maintain Support:** The effective implementation of training depends on the development and management of a training system. At the outset, in order to do this it must get support from the top policy and decision makers of the organization. After the policy makers allow get

going, other stakeholders of the training programme including the organization sponsoring the participants for training are involved. Team building is another important dimension of a training organization for the effective implementation of training programmes. According to Lynton and Pareek, “The strategic objective of building support is to involve all levels and parts of the organizations that are prospective users of the outputs, which will be involved in their production”.

- ii) **Building Training Competencies and Overall Training Capacity:** The enhancement of competencies of training institutions and trainers is an important goal of training system development. Training institutions must be upgraded with new technologies from time to time, to deal with the changing scenario. The trainers in the training institutions must be oriented from time to time on recent advancements in training methodologies. The internal strength of training institutions, as well as trainers includes program planning, budgeting and accounting, facilities and materials management, human resource management and system change be continuously upgraded.
- iii) **Developing Training Materials:** Training institutions must be actively involved in the development of training materials. Nowadays, training pedagogy has changed drastically. Training has become more as hands on practice and participatory than one sided lecture discussion. Use of AV aids and ICT in training has completely changed the infrastructure requirements of training institutions. Therefore, e-learning and ICT materials are needed for the effective transaction of training curriculum.
- iv) **Building Internal Structure and Process and Developing Policy:** Every training institution needs to have a training policy which should clearly delineate its mission, vision, mission, objectives, and activities. Further, the training institutions need to have a work culture and routinely monitor its activities, from time to time.
- v) **Strategic Planning:** Long term planning should be one of the concerns of the training system. Without systematic and strategic planning, resources are wasted, morale plummets and training becomes the activity of a few idealists, and of many who have failed at other work. Strategic planning is successful only when a path is worked out by which the system moves from current to composite mapping situations.
- vi) **Networking Training Resources:** The training system motto has to be to make the best use of the resources available for training, both inside and outside the own system. The training system has to find material and human resources needed for training outside its own system. For example, it can hire training hall, engage resource persons and the studio for audio-visual production, if it has no such facilities at its disposal.

The second important thing is that besides inter-networking, intra-networking can also be done. The training system for the conduct of training on cross-cutting disciplines has to network within the division and departments existing in the training institution. Therefore, intra-departmental coordination is very important for the successful holding of training programme.

- vii) **Action Spin-offs and Boundary Management:** According to Lynton and Pareek, training efforts that are well meshed with training needs tend to spark onward actions. These may require further supportive activities on the part of the training system and/or surface related training needs beyond those planned and provided for originally. Such spin-offs are a good indicator of effective training and will bring training more organized support.
- viii) **Monitoring and Evaluation for Appraising and Controlling Performance:** monitoring and evaluation is an intrinsic component of a training system. Any task performed by the training system has a purpose. The performance can be judged by monitoring the input and processes and by evaluating the output and outcome attained. Regular monitoring would enable the training system to take action from time to time at various levels.

1.6 ORGANISATION'S ROLE IN TRAINING

If an organization sponsors a training programme or has requested a customized programme, it has a lot at stake. By sponsoring a training programme, it demonstrates commitment to the training process and participates deeply in the training. It may be keen to get involved in the planning as well as implementation process. On the other hand, if the programme has been developed by a training agency and organizations are only expected to nominate participants, the nature of their response and commitment to the programme might vary. Some organizations take it as a serious business and even senior managers get involved in the process of selection, and closely follow the progress of the training programme. Others take only a casual interest and consider nominating participants as merely another administrative exercise or organizational responsibility.

It is important that as a trainer, one should be aware of the responsibilities of an organization that nominates participants for the training programme. One should also be conscious of the factors that influence the attitude of the organization in this regard. This helps in one's communication with the organization and provides some useful clues about the participants' behaviour as well as the level of their motivation in the programme.

A sponsoring organization has a crucial role in all phases of training. Some of the specific tasks in which an organization gets involved are as follows:

- i) **Identification of Training Needs:** Regardless of whose initiative has brought the training programme, an organization is expected to assist the training agency in identifying the needs of the participants that it nominates for the programme. It is important that organizations participate in this process out of a genuine commitment to the training programme, as a key stakeholder. Their concern for the training of their nominees should find expression in the effort they make for ensuring that the training needs of their nominees are appropriately communicated to the training agency. However, it has been observed that if an organization has direct interest in a programme and, perhaps, greater stakes, financially or otherwise, it is willing to put in an extra effort in assisting the training agency in this task.

On the other hand, if the programme is sponsored by a training agency, some participating organizations are somewhat indifferent to the process of identifying training needs of their nominees to the programme. Some even consider it not worth a serious effort. It is, therefore, necessary that as a member of the training team, you should make every effort to get the organizations actively associated with this exercise. The extent of this association and the nature of inputs by the organization will vary in accordance with the objectives and contents of the programme (Please refer previous block for more discussion on training needs assessment).

- ii) **Formulation of Programme Contents:** After you have established programme objectives on the basis of the training needs, deducing programme contents from them is relatively easy. Your task is to closely analyse the objectives, interpret them and translate them into training areas and topics. The suggestions and clues are all there. In fact, as you go through the process of putting down the objectives, a structure of the programme begins to emerge before you. Remember that programme contents are contained in the objectives and, conversely, programme contents dovetail in to programme objectives.

Once you have a provisional list of training areas with topics, prepare a priority list by examining their value and relevance to the theme and scope of the programme. It must reflect what must be included, what should be included and what could be included. The tentative programme contents should be re-examined to ensure their compatibility with the objectives. Are they in harmony with each other? If necessary, carry out modification and, then, finalize the programme contents.

- iii) **Break up Programme Contents into Sub-Topics or Modules:** This step involves elaborating upon and expressing the contents in distinctly identifiable sub-topics or modules, all set for delivery. It entails breaking up the whole into smaller, recognizable, distinguishable parts. Sometimes, it is difficult to comprehend or understand a training area or topic but when it is broken into smaller constituents, it acquires meaning and relevance. It is also possible that big topics may not provide adequate clues with regard to the strategy and method to be adopted for their delivery. However, once a topic is broken into smaller elements, the task becomes relatively easier. This exercise also assists you in sequencing and organizing programme content.
- iv) **Categorise Contents into Information, Knowledge, Skills and Attitudes:** The next task for you is to categorise the programme contents into components like information, knowledge, competencies, attitudes and values.
- v) **Organise and Sequence Programme Contents:** Organising and sequencing the topics and other training activities is a critical element in preparing the programme. These are not put together in an *ad hoc* or random manner. You should establish a clear linkage, a relationship between various topics and training activities. Each training activity should be built on the previous one and lead the group to the next one. Sequencing has to be logical, indicating forward movement of the programme. The training

programme should move in a coherent and consistent manner, enabling the participants to perceive and experience the progress of the programme and assimilate the meaning of training. This is important as it assists in maintaining motivation and the vigour of the programme. These facilitate the learning process. The guidelines that follow will help you in this exercise.

- vi) **Balance Training Activities in Terms of Intensity of Participation:** A training activity, sometimes, demands concentrated and intense participation from members of the group. It can extract a lot of their physical as well as mental energy. It is, therefore, recommended that you should sequence the programme in such a way that an intense activity is followed by one that is lighter, and allows the participants to recoup and regain their vigour and enthusiasm. Give them time to recover from fatigue or the after effects of their participation. However, in doing this, you must ensure that the rhythm and momentum of the programme is not lost.
- vii) **Move from Simple to Complex:** Undeniably, people find it easier to understand and comprehend simple concepts, principles and situations than the more complex and difficult ones. You should, therefore, start the programme with uncomplicated topics and issues that the participants can easily grasp and then, gradually, take them to more complicated ones. This is both logical and conducive to learning. By beginning with simple and more learner-friendly topics, you may even reinforce their existing knowledge. This approach also elicits their active participation, raises the level of their confidence and creates interest in the programme. It also prepares them for moving on to more difficult concepts and theories. When you are dealing with more difficult and complex concepts you should, where appropriate, refer back to earlier discussion, and explain how these concepts are linked with simple ones. This assists the participants in assimilating and internalizing the learning.
- viii) **Move from the Known to the Unknown:** The process of learning moves faster and the participants learn with minimum effort if you are in a position to consciously relate new learning to what they already know or can do. This movement from the known to the unknown is both natural and logical. It is only through purposeful interaction with participants, in the initial stage of the programme, that you can get information on the general level of competence and knowledge that the participants possess about different topics and issues that are likely to come up for discussion. You must also examine to what extent the existing knowledge provides a foundation for building new knowledge and ideas. Where possible, relate new concepts, theories and principles to the known ones. If the programme moves straightaway into new, unfamiliar territory, many in the group may not be in a position to cope with the situation. They could be left bewildered and this could reduce their interest in the programme.
- ix) **Move from General to Specific:** The programme should be so organized that it moves from fundamental or generalized concepts to specifics. Generic consideration of the concepts helps in establishing the basis and framework for discussion of the specifics. This should be a logical course as specifics are derived from generics. This is also a learner-friendly approach. When

the fundamentals are clear, it is relatively easy for the participants to understand the specifics. Even when you start a new topic or a module you should follow this basic principle.

- x) **Maintain the Momentum of the Programme:** The need to maintain momentum in the programme cannot be overemphasized. The pace should not be allowed to slacken. A lot depends on the manner in which training activities are organized and sequenced during the programme period. You should also give proper attention to a day's schedule. It is important that in the post lunch session, participants are kept actively engaged, preferably where physical activity is involved. A lecture or presentation may not be an appropriate choice of activity for that time. Group discussion or activities that have considerable scope for sharing or interaction are recommended. Otherwise, chances are that at least some of them may switch off and use the time for relaxing.
- xi) **Maintain Balance between Group Activities and Individual Assignments:** Group activity is an important source of learning in any training situation. It provides opportunities to the participants to share their experiences relevant to the topic under consideration of the group. The sharing also enables a participant to reflect on her ideas, viewpoints, and actions and to examine their validity. There is cross fertilisation of ideas. Participating in group activities can be a very stimulating and enriching experience for many. However, there are some participants who feel more comfortable in working on individual assignments or projects. It is therefore, important that you should provide a balanced mix of group and individual activities. By doing so, you will also be responding to the diverse learning styles of the participants. Even in terms of promoting the learning process, this is a good strategy as it provides a change in the nature of learning activity.
- xii) **Provide Opportunities for Recap and Reflection:** When the participants are engaged in training activities, the entire focus is on the tasks before them. They can be so involved in the activity that they become oblivious to the learning outcomes that the activity aims to realize. If there is a series of such activities, the participants have little time to reflect upon and appraise the benefits that have flowed to them from these activities. They are not able to realize what an activity means as far as their learning and growth is concerned. You should, therefore, prepare the programme schedule in a way that the participants get an opportunity for a recap of the preceding event or activity. Some of the questions to which the participants should find answers through this process of reflection and contemplation could be as summed up below.
 - What was happening to me during the activity?
 - How did others react to my participation and contribution?
 - Have I given my best to the activity?
 - What have I got out of it?

You could assist the process by highlighting the learning outcomes. Of course, some training methods, such as case studies, role plays, and field projects provide for a discussion in which the participants have an

opportunity to find answers to some of these questions and become aware of the learning that accrues from the exercise. A similar strategy could be used for activities that aim to develop skills through practice. You can even consider including such opportunities for reflection and appraisal as part of the programme schedule.

- xiii) Establish Common Terminology Language:** It is important to develop a uniform understanding of concepts, terminology, definitions and nomenclature that are likely to be used more frequently during the programme. This should be done in the initial stage of the programme. This is comparable to adopting a language that is understood by all. As far as possible, use of jargon and slang should be avoided. An acceptable and shared frame of reference should also be established. This is necessary when you are dealing with international groups, or, with those in which participants come from widely diverse backgrounds.

1.7 THE INDIAN SOCIETY FOR TRAINING AND DEVELOPMENT (ISTD)

In this last section of the unit, we are giving an example of a training institution which is organising various training programmes on training and development. This institute established in 1970 is a National level professional and non-profit society registered under the Societies Registration Act, 1860. It has a large membership of individuals and institutions involved in the area of training and HRD from Government, Public and Private Sector Organisations & Enterprises; Educational and Training Institutions and other Professional Bodies. The society is affiliated to the International Federation of Training and Development Organisations (IFTDO), USA, and Asian Regional Training and Development Organisations (ARTDO), Manila.

ISTD organises Training Programs, all over the country both at Chapter and National Levels. The programs cover selected areas of HRD with special emphasis on Training of Trainers, Training Goals & Objectives and Training Tools & Technologies. A very large number of Public and Private Sector Organisations, Training Institutions of Central and State Governments participate in these programmes. Some of the training programmes have been held in collaboration with Planning Commission, Bureau of Public Enterprises and the Training Division of Department of Personnel, Government of India.

The main objectives of ISTD are to

- Promote a better and more effective utilization of human resources through education, training and development in all spheres of Government such as agriculture, industry, commerce, education infrastructure, services and such other sectors.
- Provide leadership and promote study and application of professional principles and practices in the field of training and development in order to assist managements and administrations to develop and maintain an effective organization.

- Stimulate thought and efforts for the dissemination, exchange and furtherance of information, knowledge, research, techniques, materials, aids, skills and attitudes in the field of training and development.
- Sponsor appropriate research and/or publish necessary literature, books, journals, newsletters, pamphlets, and reports.
- Encourage or assist in the promotion of professional school and other institutions allied with the objective of the Society and other professional degrees, diplomas and certificates.
- To institute and establish scholarships, grants, awards, and prizes to encourage study and research in the field of training and development.
- Establish, organize or assist in setting up professional institutions, libraries, laboratories and exhibitions.
- Conduct or to assist in conducting conferences, meetings, lectures/seminars, workshops or other programs.
- Co-operate with institutions, bodies and agencies having similar objectives, for the promotion and development of the training & development movement in the country.
- Maintain constructive liaison or join any association, organization or to seek or grant affiliation to any other body having similar objectives in India or abroad.

ISTD has been conducting a number of specialized national training programmes independently, as well as in collaboration with the Training Division, Department of Personnel and Administrative Reforms, the NITI Aayog, the Bureau of Public Enterprises, Ministry of Statistics and Programme Implementation, Ministry of Heavy Industry, SCOPE etc. Programmes cover a diversity of functional areas such as:

- Training for Trainers
- Finance for Non-financial Executives
- Project Planning, Implementation, Monitoring and Evaluation
- Project Identification, Formulation, Approval and Appraisal
- Manpower Planning and Career Development
- Organisational Development
- Materials Management
- Technologies and Production Management
- Finance, Marketing and Personnel Management
- Evaluating and Bench Marking HRD
- ISO-9000, Total Quality Management
- Coping with Change for Working Women
- Managerial Leadership and Team Building

Activity 3

Visit a nearby training institution in-person or its website. Review the mandate, objectives and regular training programmes organized by that institute. Write your observations (Example: National Institute of Agricultural Extension Management (MANAGE); National Institute of Rural Development and Panchayati Raj (NIRDPR) etc.

a) Name of the Institute

.....

.....

.....

.....

.....

.....

b) Mandate

.....

.....

.....

.....

.....

.....

c) Objectives

.....

.....

.....

.....

.....

.....

d) Regular training programmes organized

.....

.....

.....

.....

.....

Check Your Progress 3

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit.

1) What physical facilities are needed to decide on the location of training?

.....

.....

.....

.....

.....

.....

2) Do group activities in training programme enhance the trainee participation?

.....

.....

.....

.....

.....

.....

1.8 LET US SUM UP

Nowadays organisations in all sectors spend lots of time and money in training their employees. Training is a major manpower management function. Training is part of management development and also a form of organizational development. Every trainer is an explainer, classifier, supporter, confronter, model, linker and motivator. To provide benefits to all, or, most of the participants, the trainer must value participatory training management. The trainer should be role model for the trainees. Besides the role of trainer, this unit also covers training system development and organization's role in training.

1.9 KEYWORDS

Training: Training is the process of acquiring the knowledge, skills, and attitude that are needed to fill the gap between what people want to do, and what they are able to do now.

Trainer: A trainer is any person whose resources contribute to the learning and growth of one or more than one persons.

Intra-personal Skills: They are required to improve the knowledge base of the trainer as well as being a means for continuous improvement of the self as an effective trainer. They help the trainer in language skills, different ways of communicating with their trainees, and thoroughly involved in the training programmes.

Inter-personal Skills: They are the skills required for better communication with the participants. This involves active listening, better management of the interruptions, tolerating and encouraging different views. They help the trainer to better manage the conflicts and increase participations among trainees and colleagues, which ultimately help in increased productivity and better workplace environment.

Training System Development: It is an important activity of a training organization which consists of training inputs such as training curriculum, AV aids, resource persons, etc who implement the training or process the training which ultimately result in output such as increase in knowledge, attitude and skills. The feedback is given to training input system, training process is monitored and output is evaluated.

1.10 REFERENCES AND SELECTED READINGS

American Society for Training and Development (1997), '*Training and Development Handbook*', Mc Graw Hill Book Co, New Delhi.

Deb, T. (2006), *Training and Development Concepts and Applications*. Ane Book India, New Delhi.

FAO. (2012). Capacity Development: Learning Module 2. *FAO Approaches to Capacity Development in Programming. Processes and Tools*, Food and Agriculture Organisation of the United Nations

FAO. (2013). Capacity Development: Learning Module 4. *Organization Analysis and Development* Food and Agriculture Organisation of the United Nations

GFRAS. (2012). *The New Extensionist: Roles, Strategies, and Capacities to Strengthen Extension and Advisory Services*, Global Forum for Advisory Services.

Lynton, Rolf P. and Pareek Uday (1990), *Training for Development*. Vistaar Publication, New Delhi.

Singh, R. P. (1999), "Study and Analysis of important training methods for conducting effective training programmes", *Indian Journal of Training and Development*. Vol. XXIX No. 1, Jan- March.

Sulaiman RV and Mittal N. (2016). Capacity Needs of Extension and Advisory Services (EAS) in South Asia. Policy Brief No 1. Agricultural Extension in South Asia.

Suvedi, M. and Kaplowitz, M.D. (2016). Process skills and competency tools – what every extension worker should know – Core Competency Handbook. Urbana, IL: USAID-MEAS.

WAC. (2013). Assessing Capacity Needs and Strategy Development for Grassroots Rural Institutions: A Guide for Facilitators. World Agroforestry Centre (WAC)

1.11 CHECK YOUR PROGRESS - POSSIBLE ANSWERS

Check Your Progress 1

- 1) A trainer is any person whose resources contribute to the learning and growth of one or more other persons
- 2) Five types of trainers in most of the training institution are regular staff, *ad hoc* staff, part-time staff, guest faculty, and consultants.
- 3) The main roles of a trainer are: explainer, clarifier, supporter, confronter, role model, linker, motivator, translator/interpreter and change agent

Check Your Progress 2

- 1) A trainer is incomplete without the possession of intra-personal (Thinks, Reads, Analyses, Innovates, Nurtures, Encourages and Reviews) and inter-personal skills (Talks audibly, Relates, Accommodates, Inspires, Notices, Entertains and Responds).
- 2) The main functions of a good trainer are planning, organizing, staffing, controlling training and development projects, and linking training and development with other organizational units. A trainer should be developing long range plans in order to accomplish training and development mission; helping individuals to apply new learning to their tasks. Overall the trainer should be a task analyst, instructor, writer, marketer, facilitator, counsellor, and evaluator.

Check Your Progress 3

- 1) Some physical facilities that are needed for a training programme: training room, suitable chairs and tables, lighting, access facilities, air conditioning, power outlets, availability of training aids, public address system, and storage area.
- 2) The group act is an important source of learning in any training situation. Participating in group activities can be a very stimulating and enriching experience for all participants. It also provides the chance of collective and collaborative learning, which ultimately equips for team work and strengthen participatory approach. It provides opportunities to the participants to share their experiences relevant to the topic under consideration of the group. The sharing also enables a participant to reflect on his/ her ideas, viewpoints and actions and examine their validity. There is cross-fertilization of ideas. However, there should be a balanced mix of group and individual activities and individual assignment.

UNIT 2 TRAINING PROJECT FORMULATION

Structure

- 2.1 Introduction
- 2.2 Project Proposal: Concept and Meaning
- 2.3 Steps in Training Project Formulation
- 2.4 Format for Writing Training Project Proposal
- 2.5 Logistic Framework Approach in Training Project Formulation
- 2.6 Let Us Sum Up
- 2.7 References and Selected Readings
- 2.8 Check Your Progress - Possible Answers

2.1 INTRODUCTION

In the previous unit, we discussed the concepts of trainer and training institution with focus on quality of a good trainer, types of trainers, their role and functions in training, training system development and organization's role in training. Focus of this unit is on training project formulation.

Preparing a training project proposal is a daunting task for an individual or an organization. A training proposal should identify the scope of the training to be undertaken and describe the training audience to be involved. It needs to cover the learning objectives and major topics those are to be included to meet the training goal. The proposal should also describe the resources, both financial and human, that will be needed to provide training. It has to propose a time frame for development and delivery of the programme. The proposal must be carefully crafted and its presentation must be professional. It is important that the proposal be technically sound, grammatically correct, and well designed, because the training proposal would most likely compete with similar proposals submitted by other agencies and consultants. The proposal must communicate ideas and plans with eloquence to get through the possible competition.

After studying this unit, you will be able to:

- Understand the meaning of training project proposal.
- Explain various steps in training project formulation.
- Formulate a training project proposal with logistic framework approach.

2.2 PROJECT PROPOSAL: CONCEPT AND MEANING

According to Connor, Bronner, and Delaney, "A proposal is a request for action. Its purpose is to persuade decision makers that a need exists for action and that the action described in the document is the best response to that need".

According to ITTO, "A project proposal is a detailed description of a series of activities aimed at solving a certain problem. The proposal should contain a detailed explanation of the:

- Justification of the project
- Activities and implementation time line
- Methodology, and
- Human, material and financial resources required.

According to one group of experts “A project is a time-bound intervention consisting of a set of planned and interrelated activities executed to bring about a beneficial change. It has a start and a finish, involves a multidisciplinary team collaborating to implement activities within constraints of cost, time and quality and has a scope of work that is unique and subject to uncertainty”.

2.3 STEPS IN TRAINING PROJECT FORMULATION

The formulation of a good training project proposal is not an easy task. It requires a lot of exercise on the part of proposal formulator both before and during the preparation of training project proposal. Before writing a training project proposal, the training organizer, or institution has to take care of following pre-training project formulation aspects.

- 1) **Review of Past Training Project Proposals:** A group that is involved in the formulation of a training project proposal needs to evaluate similar types of training programmes organized by its own institution or other similar type of institutions. This will give an idea about the strengths and weaknesses of an implemented training project. Accordingly, the training proposal could be formulated.
- 2) **Consulting Experts, Consultants, and Previous Training Organizers:** A person or group formulating a training proposal could consult an expert in the area of training and even can appoint a consultant who could be helpful in the preparation of the training proposal. It is always better to consult a person who has already organized similar types of training programmes which are being attempted.
- 3) **Review Past Training Project Evaluation Reports:** Before formulating a training proposal, it is advisable to go through the training report prepared by a similar type of training institutions. The training report, besides providing the training curriculum, will give details about the methodology, evaluation, and impact assessment strategy.
- 4) **Interact with the Prospective Beneficiaries:** Training organizers have to interact with the prospective beneficiaries and assess their need for training. It would be better if the organizers could also interact with those who have already received a similar type of training.
- 5) **Check Statistical Data/ Report:** The data regarding a previous training status from various documents must be collected so that an appropriate training strategy is formulated.
- 6) **Hold Focus Group Discussion:** It is always better that the person who prepares a training proposal undertakes a focus group discussion with the

beneficiaries or the prospective trainees. If it is a training programme for grassroots level representatives e.g., Panchayati Raj institutions, then the training organizer could conduct a focus group discussion with the Panchayati Raj institution representatives and functionaries, and assess their training needs.

2.4 FORMAT FOR WRITING TRAINING PROJECT PROPOSAL

After completing the ground work, the writing of a project proposal will begin. Here, we will mention the important components of a training project proposal.

- 1) **Title Page:** The training proposal must start with a title page. The title page needs to clearly spell out the title of the project proposal, the name of the sponsoring agency and the institution submitting the project proposal, and the address of the institution from where the proposal originates.
- 2) **Abstract:** Many training project peer group evaluators may not have the time to read the entire project proposal. Therefore, it is prudent to give an abstract. The abstract needs to include the following aspects.
 - i) The problem statement
 - ii) The project objectives
 - iii) Implementing organisations
 - iv) Key project activities
 - v) Findings
 - vi) Total project budget
- 3) **Introduction:** Briefly introduce the topic for training, and why the training in the areas is deemed necessary. Introduction must be brief and to the point focusing on the topic on which training programme is being proposed.
- 4) **Problem Statement:** The project formulator must clearly give some background of the problem which the project is trying to solve in order to make a case for the project. It also needs to clearly mention the needs of the target group which the project is attempting to address through training. Some of the essential points to be taken into consideration while writing problem statement are mentioned in the box below.

Problem Analysis

- Describe the key problem identified and its causes and effects.
- Delineate how these problems affect the target group.
- Explain how addressing the causes will lead to the eradication of the key problem.
- The description should be clear, concise and convincing.

- 5) **Project Goal & Objectives:** After delineating the statement of the problem, the second aspect to be covered in the training proposal is to clearly state the goal and objectives. The goal is the general aim of the project, while

objectives are the core problems\ issues the project is trying to address to achieve the goal. Remember that there is one goal and more than one objective. A detail regarding the precautions to be taken while preparing training objectives is given in the box below.

Training Objectives Formulation

The training objectives of a particular training programme are the statement of desired end product to be achieved through training programme. The statement should clearly spell out the type of changes, or desired end product, when they will be attained, and finally, how will they be measured to determine the level of success.

Essential features of Training Objectives.

- A training objective must be: Well defined
- Based on training needs of the trainees
- Directly related to job of the trainees
- Specific and precise
- Able to define a change that is measurable
- Able to identify and enlist criteria against which success can be measured or judged
- Clearly specifying end-results
- Achievable in its stipulated time

In nutshell training objective must be 'SMART'

S – Simple

M– Measurable

A – Attainable

R – Realistic

T – Time-bound

The purpose of a training objective is to:

- Create awareness
- Impart knowledge
- Change attitude
- Generate skills

ABCD in determining the training objective, make a start with:

A – Audience who are to be trained

B – Behaviour, i.e., type of change you expect in the trainees behaviour

C – Condition, i.e., under which conditions you expect this change to occur

D – Degree, i.e., how much change you expect.

- 6) **Project Output:** The training project output should describe the services or products which the training organizers intend to deliver to the beneficiaries. The results are more detailed and can be in measurable terms. It should be remembered that the results should address the main causes of the problem that the target group faces. The following are key points to be taken into consideration while formulating outputs.
- i) It should clearly relate to the objectives and should be stated in such a way that these can be measured in quantity, time, and space.
 - ii) It should be achievable with the available resources.
 - iii) It should not be confused with activities.
- 7) **Target Group:** The project proposal needs to clearly define the target group and show how they will benefit from the training programme. The project should give clear details of the designation, caste, and age; the gender breaks up of the target group which will be covered in training. If possible, a list of categories of participants may be given as an annexure in the proposal.
- 8) **Training Curriculum Setting:** After deciding on the target audience, it will be easy for the training organizers to set the curriculum. The following two approaches are generally followed while framing a training curriculum.
- a) **Restrict Content to a Specific Group:** Is there certain content that should be restricted to a specific group of participants? For example, if you are developing a company orientation training program, you may want to develop certain training modules specific for managers and supervisors, and other modules for front line workers. You may also need to divide the modules based on roles, e.g., a different module for the accounting department.
 - b) **Open to a General Audience:** Is there some content that everyone in the company (and perhaps external clients and stakeholders) would benefit from? Typically this content is the foundational content that covers training to common competencies within the larger group.
- Before developing a training curriculum it will be beneficial if a small group of experts in the core areas of training is called, and the curriculum is developed with their help. If possible, one internal meeting of the faculty may be called before the curriculum is finalized. It is always better to formulate the training curriculum after conducting a Training Needs Assessment.
- 9) **Project Implementation Plan:** The training project implementation plan must describe activities and resources allocation in as much detail as possible. The time and place of project implementation must be clearly mentioned. It should also specify the experts and other institutions who will be involved during the process of conducting the project activities. The implementation plan may be divided into the following two key elements.
- a) **The Activity Plan:** The activity plan must clearly include information about the activities to be conducted by the project. The activities must

be down from the specific objectives and outputs formulated for the project. They should be stated in such a way that they precisely describe the actions or tasks to be undertaken by the training organizer. It will be better if activities are further broken into tasks. Activities should indicate what will be done to transform inputs into outputs.

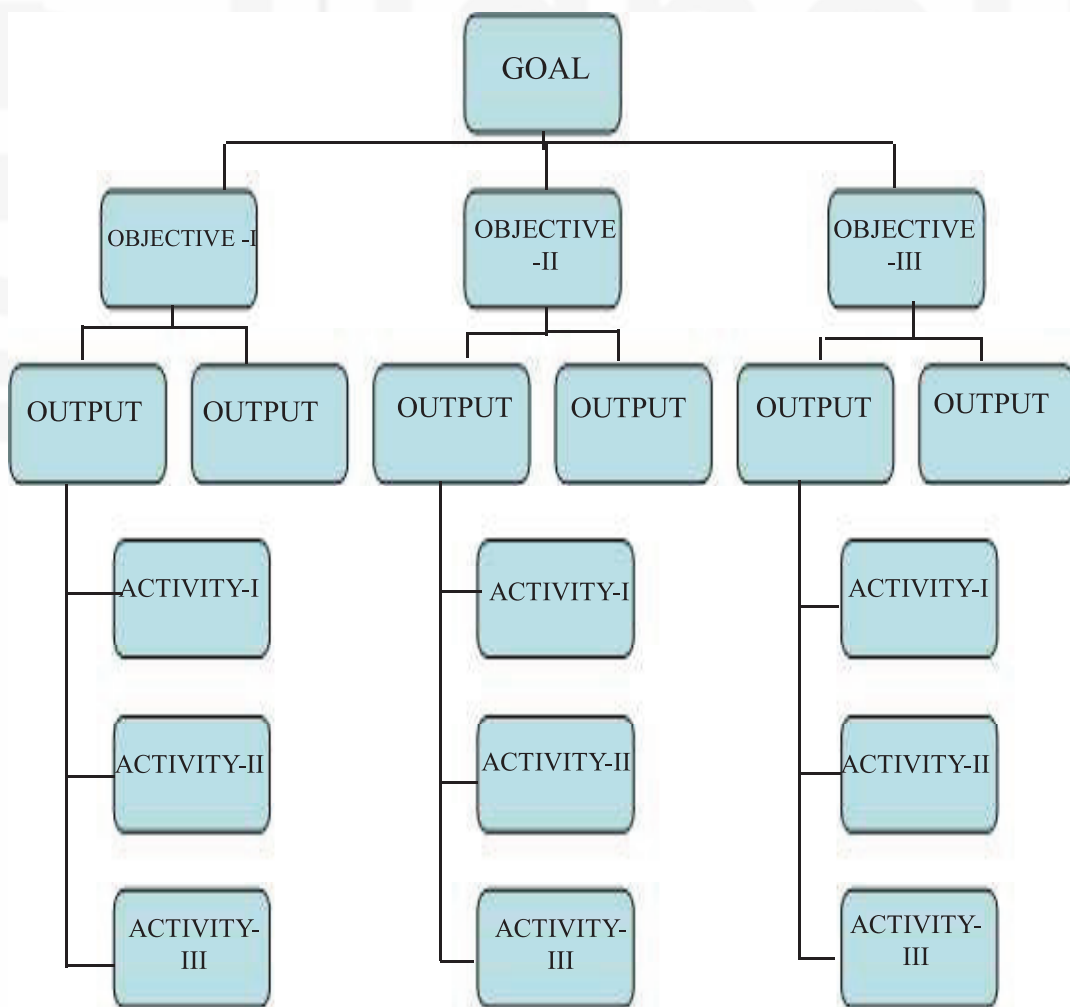
Some of the guidelines for the formulation of appropriate activities follow.

- i) It should examine each output listed in the training plan.
- ii) Formulate the complete set of activities required for achieving the stated objectives.
- iii) Always verify that the formulated set of activities is sufficient for achieving the stated training project output.
- iv) Check the available set of inputs necessary for the implementation of formulated activities.

A good tool for establishing activities is the work breakdown structure, which identifies groups of activities related to each project output and presents them in a hierarchical structure as given in Flowchart 1.

A flow chart of goal, objectives, activities, and output is given in flow chart below:

FLOWCHART-1



The activity map can be presented in a tabular form, popularly known as Gantt chart. An example of training activities of a training programme for three months is presented in a Gantt Chart given below:

Gantt Chart-1

S.No.	Activities	Month-1	Month-2	Month-3
1)	Conducting a need assessment	√		
2)	Preparation of training module	√	√	
3)	Conducting the training programme		√	√

- b) Resource Plan:** The resource plan must clearly provide information regarding resources required for the project. International project donors expect contributions from the project applicant organization. In this case, the training organizer should clearly mention the organization's contribution in the project budget.

Broadly, the resources may include instructional materials, hardware, software, and personnel.

- 1) Instructional Materials:** Training manual, handouts, models, transparencies, flow charts, white boards, white sheets, reference guides, etc.
- 2) Hardware and Software:** Computer, video cameras, multimedia setup, overhead projector, power point presentation, etc.
- 3) Personnel:** Training consultants, resource persons, training assistants, and other support staff required during the training programme.

Customarily, the budget for a training proposal includes expenditures on following broad headings.

- 1) Payment to training coordinators
- 2) Payment to training Associate/Assistant
- 3) Payment to consultant trainers
- 4) Payment to resource persons
- 5) *Per diem* / TA/DA of the participant
- 6) Cost of training materials/modules
- 7) Charges of training hall (if available with the organization)
- 8) Charges of board / lodging of the participants
- 9) Cost of stationary/software/hardware
- 10) Miscellaneous charges (postage, photocopying, etc.) However, this may vary from one training programme to that of the other. Approximate budget Format for three months Training of 12 participants is presented below.

Categories	Number of Units	Unit Cost per month	Number of Months	Total Cost
1) Project Coordinator	1	30000	3	90,000
2) Project Assistant	1	20000	3	60,000
3) Computer Assistant	1	15000	3	45,000
4) TA/ DA of the participants	12	5000	3	1,80,000
5) Training venue rent	-	-	-	30,000
6) Conveyance	-	-	-	50,000
7) Training Material Cost	-	-	-	200,000
8) Miscellaneous	-	-	-	50,000
Total Cost				7,05,000

- 11) **Monitoring and Evaluation:** The project should clearly outline the monitoring mechanism. It will have to spell out the methods to be used for monitoring and evaluating of training project.
- 12) **Reporting:** The reporting mechanism to be used by the training organiser must be clearly stated in the training project. Generally, the mid-term evaluation and end-term evaluation are done. Moreover, as far as monitoring is concerned, the monthly progress reports need to be sent to the donor agency to inform them about the progress of the project.
- 13) **Management and Personnel:** A brief description about the management of the project and personnel to be involved should be given.

2.5 LOGISTIC FRAMEWORK APPROACH IN TRAINING PROJECT FORMULATION

Now a days most of the donor agencies are asking for logistic framework in preparing project proposals. The logical frame work analysis is a process intended to promote clear conceptual thinking on what a project intends to do, and how it intends to do it. It is logical in the sense that it establishes internal relationships between project objectives, outputs and activities (inputs).

The steps that are used to construct a logical framework are given below.

- Step 1: Define the overall **goal** which the training project intends to achieve.
- Step 2: Define the **objectives** (Purposes) to be achieved by the training project.
- Step 3: Define **outputs** for achieving the objective
- Step 4: Formulate **activities** for achieving each output.
- Step 5: Define **assumptions** under which success in achieving the objective of one level will contribute to achieving objectives at the next level.
- Step 6: Define the **Objectively Verifiable Indicator (OVI)** at goal, objective, output and activity levels.

CONTENTS OF THE LOGFRAME MATRIX

Objective (Narrative Summary)	Objectively Verifiable Indicators	Means of Verification	Important Assumption
Goal: (Development Objective)	What are the quantitative ways of measuring, or qualitative ways of judging, whether these broad objectives are being achieved? (estimated time)	What sources of information exists, or can be provided cost-effectively?	What external factors are necessary for sustaining objectives in the long run?
Purpose: (immediate Objectives)	What are the quantitative measures or qualitative evidence by which achievement and distribution of impacts and benefits can be judged (estimated time)	What source of information exists or can be provided cost-effectively? Does provision for collection need to be made under inputs-outputs?	(purpose to Goal):What conditions external to the project are necessary if achievements of the project's purpose are to contribute to reaching the project goal?
Outputs: Indicate each of the outputs that are to be produced by the project in order to achieve project purpose	What are the kind and quantity of outputs, and by when will they be produced? (quantity, quality, time)	What are the sources of information?	(output of Purpose):What are the factors not within the control of the project which, if not present, are liable to restrict progress from outputs to achievements of project purpose
Activities: Indicate each of the activities that must be undertaken in order to accomplish the outputs.	Verifiable Indicators should be included against all activities. This is essential of projects reporting and monitoring against the Logical Framework.	What are sources of information?	(activity to Output):1) What external factors must be realised to obtain planned outputs on schedule?2) What kind of decisions or actions outside the control of the project is necessary for inception or the project?

Source: International Tropical Timber Organization, Manual for Project Formation, Third Edition, 2009

One example of logical framework is given below.

LOGFRAME OF A HEALTH TRAINING PROJECT

Objective (Narrative Summary)	Objectively Verifiable Indicators	Means of Verification	Assumption
Goal: To enhance knowledge of health care to reduce child mortality	Child mortality rate reduced from 50% to 30% by 2018	Record of Primary Health centre	
Objective: Raise health status of children in the age group 0-5 years	i) The percentage of delivery by trained personnel increased from —% to — % ii) The incidence of ARI and diarrhoea reduced from — % to —% by 2018	Hospital & Clinic records	Incidence of death among children 0-5 reduced
Outputs: i) Enhanced efficiency of health worker in delivery of immunisation programme ii) Improved skills identification of referral cases by the health works	i) The percentage of immunization increased from — % to —% by 2018 ii) The number of referral cases send to referral centre increased from — % to —%	i) Clinic attendance record ii) Hospital register	The health workers became more efficient in dealing with child health care problems
Activities: i) To impart training on antenatal care delivery ii) To impart hands on training on how to conduct aseptic delivery and take care of new born iii) To improve skill as how to do various vaccination of children in the age group 0-5 yearsiv. To impart training on management of respiratory infection and diarrhoea	i) The knowledge of health workers increased from — % to —% on child health care ii) The skill level of health workers on conducting immunization enhanced by —%. iii) The knowledge and skill of health workers on identification of referral cases of respiratory infection and diahorrea enhanced by —%.	Activity Schedule & Interacting with the field visit unit	The health workers are motivated to work for the promotion of health care of children

Till now you have read about the steps involved in format writing and the logical framework approach of training project proposal formulation. Now, answer the following questions in *Check Your Progress-1*.

Check Your Progress 1

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit.

1) Write the steps in training project formulation

.....

.....

.....

.....

.....

.....

2) What is the full form of “SMART” in training objectives? What are the purposes of training objective?

.....

.....

.....

.....

.....

.....

3) What is the purpose of training objectives?

.....

.....

.....

.....

.....

.....

2.6 LET US SUM UP

Learning is an approach, and to that extent, it is an attitude of mind. One can learn anywhere in time, and in any manner. But this has to be distinguished from the actual learning in a structured training programme. Learning needs to be designed and conducted in a given manner. Training programmes provide learning situations through which participants can acquire confidence in an area of specialization. The learning experience must be directed towards maintaining

and improving the current job performance. Training programmes should develop new skills; reinforce old ones and assist in shedding dysfunctional ones. Training project formulation can answer these issues through review of past training project proposal, consulting experts, reviewing past training project evaluation, checking data, and holding focus group discussions. Important elements required for the format while writing a proposal are things like the title page, an abstract, the introduction, problem statement, project goal and objectives, projects result, project description, and activity resource plan.

2.7 REFERENCES AND SELECTED READINGS

FAO. (2012). Capacity Development: Learning Module 2. *FAO Approaches to Capacity Development in Programming. Processes and Tools*, Food and Agriculture Organisation of the United Nations

FAO. (2013). Capacity Development: Learning Module 4. *Organization Analysis and Development* Food and Agriculture Organisation of the United Nations

GFRAS. (2012). *The New Extensionist: Roles, Strategies, and Capacities to Strengthen Extension and Advisory Services*, Global Forum for Advisory Services.

International Tropical Timber Organization, *Manual for project formulation*, Third Edition; GI Series 13, 2009.

O' Connor, B.N., Bronner, M. and Delaney, C. (1996), *South – Western Training for Organization*, South – Western Educational Publications, Baylor Universities, Waco, Texas.

P. Nick Blanchard and James W. Thacker (2005), *Effective Training: Systems, Strategies and Practices*, Prentice Hall India.

Steve Truelove (1997), *Handbook of Training and Development*, Beacon Books.

Sulaiman RV and Mittal N. (2016). Capacity Needs of Extension and Advisory Services (EAS) in South Asia. Policy Brief No 1. Agricultural Extension in South Asia.

Suvedi, M. and Kaplowitz, M.D. (2016). Process skills and competency tools – what every extension worker should know – Core Competency Handbook. Urbana, IL: USAID-MEAS.

Vinayshil Gautam, Shobhana G. (2008), *Training and Development*, Indian Society for Training and Development, New Delhi.

WAC. (2013). Assessing Capacity Needs and Strategy Development for Grassroots Rural Institutions: A Guide for Facilitators. World Agroforestry Centre (WAC)

2.8 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Check Your Progress 1

- 1) The steps in formulating a training project are: (i) review of past training project proposals; (ii) consulting the experts, consultants, and previous training organizers; (iii) review of past training project evaluation reports; (iv) interact with the perspective beneficiaries; (v) check statistical data, and; (vi) hold focus group discussion.
- 2) The full form of SMART: S for Simple; M for Measurable; A for Attainable; R for Realistic, and; T for Time-bound.
- 3) The purpose of a training objective is to create awareness, generate interest, motivate learning, impart knowledge, change attitude, and generate skills.



UNIT 3 TRAINING AND HUMAN RESOURCE DEVELOPMENT

Structure

- 3.1 Introduction
- 3.2 HRD: Meaning, Importance and Benefits
 - 3.2.1 Meaning of HRD
 - 3.2.2 Importance of HRD
 - 3.2.3 Benefits of HRD
- 3.3 HRD Systems and Sub-systems
 - 3.3.1 HRD Systems
 - 3.3.2 Goals of HRD Systems
 - 3.3.3 Types of HRD Systems
- 3.4 Components of HRD System
- 3.5 Functions of HRD
 - 3.5.1 Organisational Development (OD)
 - 3.5.2 Career Development
- 3.6 Training and HRD
- 3.7 Let Us Sum Up
- 3.8 References and Selected Readings
- 3.9 Check Your Progress – Possible Answers

3.1 INTRODUCTION

The development organisations' success depends mostly on the performance of its employees. It is the functionaries of development organisation whose ideas, knowledge, skills produce quality goods and services in organisations. Development functionaries in the organisation are, therefore, their most important resources. Management of people is distinct from the management of other resources, in the sense that individual behaviour is different, and to get results from a team of employees is the challenge faced by the managers. Individuals are endowed with personality traits, gender, role perceptions, differences in experience, and, have differing levels of motivation and commitment.

Until recently, the human resources function has not been taken seriously by the top management. It was considered as a function that was concerned with routine matters of administration and statutory matters. But today, HRD's role in profitability and productivity is getting more important. The perception that employees are repositories of knowledge and skills, the realization that employee motivation and job satisfaction can have significant effects on quality and profitability, is an important focus in HRD. No amount of money or technology can ever replace the need for effective human resources. Human resources are a prerequisite for the success in the competitive and globalised environment.

After studying this unit, you will be able to:

- Define HRD systems and its sub-systems.
- Explain the main functions of HRD professionals.
- Link training with HRD and organisation development.

3.2 HRD: MEANING, IMPORTANCE AND BENEFITS

3.2.1 Meaning of HRD

HRD believes in the limitless potential of human beings. According to T.V.Rao, HRD is a process of helping people to acquire competencies. In an organisational context, HRD is a process by which the employees of an organisation are helped in a continuous and planned way to:

- Acquire and sharpen the capabilities required to perform various functions associated with their present and expected future roles.
- Develop general capabilities as individuals and discover and exploit their inner potential for their own and organisational development, as the growth of an individual is directly related to the growth of the organisation.
- Develop an organisational culture in which supervisor-subordinate relationship, teamwork and collaboration among sub-units are strong and contribute to the professional well-being, motivation and pride of the employees.

Some of the important definitions of HRD are given below:

- HRD is the integrated use of training and development, career development, and organisational development to improve individual and organisational effectiveness.
- HRD is the study and practice of increasing the learning capacity of individuals, groups, and organisations through development and applications of learning based intervention for the purpose of optimizing human and organisation growth and effectiveness.
- HRD develops available manpower through suitable methods such as training, promotions, transfers and opportunities for career development. It is a systematic approach to deal with issues related to individual employees, teams and an organisation.

3.2.2 Importance of HRD

There are number of reasons for the increased attention being given to HR by senior level management. Most experts cite declining productivity and an increasingly competitive work environment as the two most significant trends that have increased attention in HRD functions in organisations. Other reasons for the increase in attention in HRD are: increased laws and regulations; the proliferation of lawsuits related to HR; changes in work force characteristics; and, a poor fit between work force knowledge, skills and abilities, and job

requirements. An important HRD processes is to bind together the organisational values and beliefs which contribute to the organisational stability over the years.

HRD is needed by any organisation that wants to be dynamic, growth-oriented, or wants to succeed in a fast-changing environment. Organisations can become dynamic and grow through the efforts and competencies of their human resources. Personnel policies can keep the morale and motivation of employee high, but these efforts are not enough to make the organisation dynamic and take it in new directions.

Employee capabilities must be continuously acquired, sharpened, and used. For this purpose, an enabling organisational culture is essential. When employees take initiatives, risks, experiment, innovate, and make things happen, the organisation may be said to have an enabling culture. This increases its capabilities for stability and renewal.

3.2.3 Benefits of HRD

Human capital is the most precious wealth which plays an important role in the development of an organization. HRD is a systematic process of building the capacities of individuals and groups to acquire new competencies and improve their efficiency for the realization of organisational goal. According to Robert Rouda and Kusy, HRD helps in acquiring knowledge, developing competencies and skills and adopting behaviours that improve performance in job. No one in a senior management position would disagree with the assertion that people are an organization's most important asset. Yet, the reality in most organisations is that their people remain undervalued, under trained, and underutilised. With the rate of change that organisations are facing, they need to implement a successful business strategy to face this challenge. Hence, they need to ensure that they have right people at the right place capable of delivering the job. An organization's human resource development department acts as a catalyst in several organisational processes that aim to make its organisation active, profitable, and alive. It helps to develop the entire human resources available in the organisation to its full potential. It should aim at maximising effectiveness of an employee at both individual and organizational level.

Without continuous development of competencies in people, an organisation is not likely to achieve its goal. Competent and motivated employees are essential for organisational survival, growth, and excellence. HR intervention is required even in organisations which have reached the ultimate level of success to maintain that level, since these organisations operate in environments that keep changing, a condition that requires employees to have new competencies.

Human resource development is needed by any organisation that is interested in:

- Stabilising
- Growing
- Diversifying
- Organisational Renewal
- Improving systems and services
- Changing and becoming more dynamic
- Playing leadership roles

So far, you have read about the concept, importance, and the benefits of human resource development. Now, answer the questions in *Check Your Progress-1*.

Check Your Progress 1

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit.

1) What do you mean by the HRD?

.....

.....

.....

.....

.....

.....

2) What are the benefits of HRD?

.....

.....

.....

.....

.....

.....

3.3 HRD SYSTEMS AND SUBSYSTEMS

3.3.1 HRD Systems

The goal of HRD is to improve the performance of the organization by maximizing the efficiency and performance of its people. Human resource development is a system of developing continuously and in a planned way the competencies of individual employees, dyadic groups, teams, and the total organisation to achieve organisational objectives. HRD functions are carried out through its systems and sub systems.

3.3.2 Goals of HRD Systems

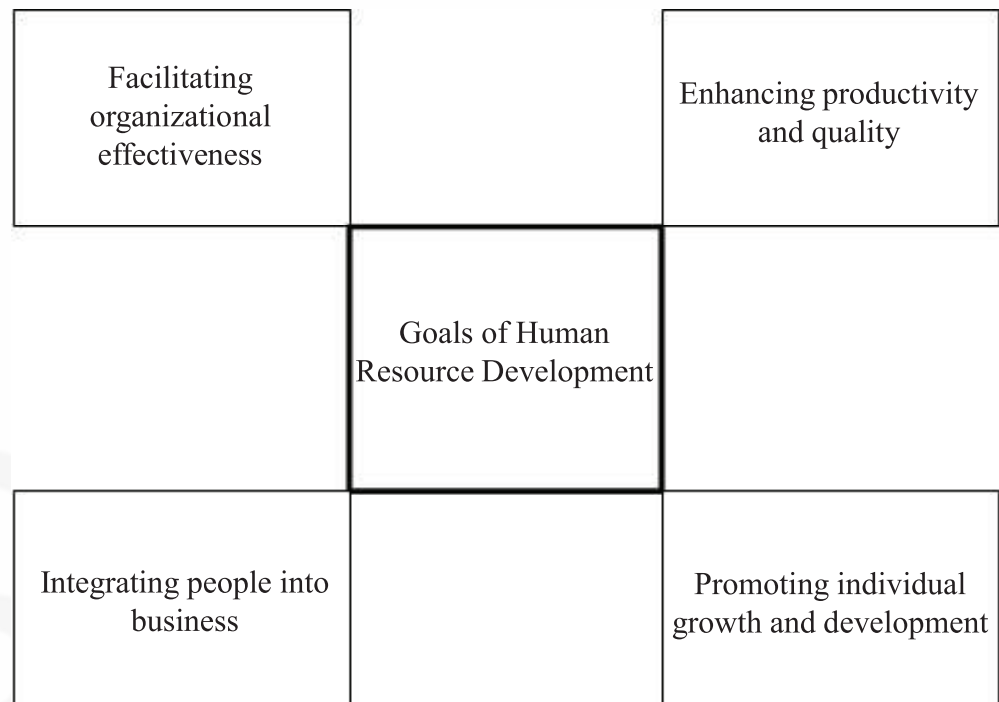
The goals of HRD systems are to develop:

- The capabilities of each employee as an individual.
- The capabilities of each individual in relation to his or her present role.
- The capabilities of each employee in relation to his or her expected future role(s).
- The dyadic relationship between each employee and his or her supervisor.
- The team spirit and functioning in every organisational unit (department, group, etc.).

- Collaboration among different units of the organisation.
- The organization's overall health and self-renewing capabilities which, in turn, increase the enabling capabilities of individuals, dyads, teams, and the entire organisation.

The human resource development may consider beneficial form the stand point of an individual in the organisation or the organization as a whole. The individual and his role are important units for some purposes, while for others, groups, departments and the entire organisation are more relevant units. The concept of development should, therefore, cover all such possible units.

Fig 1: HRD Goals



Sources: Human Resource Development Theory and Practice by Topomoy Deb; pp 39

Development, both human as well as organizational in this sense becomes a massive effort. While training may play the major role in designing and monitoring development efforts in the organisation, other parts of the organisation have to share in such an effort. In fact, the people, or the groups for whom the efforts of development are made, are also partners in this process of development. The four partners or agents of development can be identified as: (a) the person, (b) the immediate boss of the person, (c) the human resource management department, and (d) the organisation.

3.3.3 Types of HRD Systems

HRD has five major systems and each of the systems has sub systems as elaborated below. The first three systems such as career system, work system and development system are individual and team oriented, while the fourth and the fifth systems such as self renewal system and culture systems are organisation based.

- i) **Career system:** as an HRD system, the career system ensures attraction and retention of human resources through the following sub systems.
- Manpower planning
 - Recruitment
 - Career planning
 - Succession planning
 - Retention
- ii) **Work system:** work-planning system ensures that the attracted and retained human resources are utilized in the best possible way to obtain organisational objectives. Following are the sub systems of the work planning system.
- Role analysis
 - Role efficacy
 - Performance plan
 - Performance feedback and guidance
 - Performance appraisal
 - Promotion
 - Job rotation
 - Reward
- iii) **Development system:** The environmental situation and the business scenario are fast changing. The human resources within the organisation have to rise to the occasion, and change accordingly if the organisation wants to stay in business. The development system ensures that the retained (career system) and utilized (work system) human resources are also continuously developed so that they are in a position to meet emerging needs. Following are some of the developmental sub systems of HRD that make sure that those human resources in the organisation are continuously developed.
- Induction
 - Training
 - Job enrichment
 - Self-learning mechanisms
 - Potential appraisal
 - Succession development
 - Counselling
 - Mentor system
- iv) **Self-renewal system:** Sometimes it may not be required to develop individuals and teams in the organisations, but there is a need to renew and rejuvenate the organisation itself. Following are some of the sub-systems that can be utilized to renew the organisation.

- Survey
- Action research
- Organisational Development interventions
- Organisational Retreats

v) **Culture system:** Building a desired culture is of paramount importance in today's changed business scenario. It is the work culture that will give a sense of direction, purpose, togetherness, and teamwork. It is to be noted that whether an organisation wants it or not, over time, habitual ways of doing things (culture) will emerge. If not planned carefully and built systematically such traits may not help the business. They may, instead, become stumbling blocks. Hence, it is very important to have cultural practices that facilitate business. Some culture building sub systems are given below.

- Vision, mission and goals
- Values
- Communication
- Get together and celebrations
- Task force
- Small groups

Pareek and Rao (1975) outlined a philosophy for the new HRD system. They outlined 14 principles to be kept in mind in designing the HRD System. These principles deal with both the purpose of HRD systems and the process of their implementation. Some of these principles are outlined below.

- 1) HRD systems should help the organization to increase enabling capabilities. The capabilities outlined in their report include: development of human resources in all aspects, organisational health, improvements in problem solving capabilities, diagnostic skills, capabilities to support all the other systems in the company, etc.
- 2) HRD systems should help individuals to recognise their potential and help them to contribute their best in various organisational roles they are expected to perform.
- 3) HRD systems should help maximise individual autonomy through increased responsibility.
- 4) HRD systems should facilitate decentralisation through delegation and shared responsibility.
- 5) HRD systems should facilitate participative decision making.
- 6) HRD system should attempt to balance the current organisational culture along with changing culture.
- 7) There should be a continuous review and renewal of the function.

Some of the components of HRD systems are outlined below.

- i) **Performance Appraisal:** performance appraisal is an important tool to know where an employee stands regarding his own job in the organisation. Performance analysis is a method to identify the effectiveness of an employee in the role for which he is recruited. The main objectives of performance appraisal are either for evaluation (judgmental) or developmental (helping). The evaluation objectives are generally to provide feedback to employees about their performance and decide on the rewards, promotions, placements, etc. The developmental objectives are for identifying the strengths and weaknesses of employees and to take necessary actions through training programmes, counselling, coaching, career planning, and provide motivation for better performance in future.

Sometimes the performance appraisal becomes controversial topic among the employees. Therefore there are certain steps to be taken by the HRD managers to reduce the controversies. The following steps reduce controversies

- clear role analysis for each employee
- objectivity in measuring job performance
- determination of reward based on performance
- providing opportunities for the employees to perform
- proper guidance and leadership in the team
- periodic evaluation and feedback for improvements.

- ii) **Potential Appraisal:** The challenge for HRD is to develop effective ways to appraise the potential of employees. A few organisations have been experimenting with the use of an assessment centre for potential appraisal.

- iii) **Task System:** More attention needs to be given to the task system in the organisation. Many organisations have realised that HRD needs to have close links with the primary tasks of the organisation. A few challenges are worth noting.

- Creation of a vision and sharing that vision across the organisation is important. HRD can facilitate future search and visioning to meet the growing challenges of competition – local, as well as global. The linkage of HRD with strategic planning in some organisations indicates this need. HRD should be prepared to meet the need. Equally important is sharing of the vision amongst the employees. This may be a powerful source of socialisation, in developing a distinct identity for the organisation and a sense of pride in its employees.
- Organisational roles are also a comparatively neglected aspect of HRD. Although several organisations have attempted role analysis, in some cases these have been akin to job descriptions. Designing of role needs a more comprehensive approach. A role can integrate the individual employee with the organisation, and enhance employee motivation.

- iv) **Development System:** training is the most widely used and, yet, highly neglected system. In many cases training has become a ritual, with huge investments and very little positive pay-offs. Therefore training poses a big challenge to HRD. This would imply higher budgetary allocations for training, stronger collaboration between the training system and the organisation. Coaching and mentoring are powerful tools for the development of employees, Developing managers, as good coaches (counsellors) and mentors is a challenge.
- v) **Socialisation System:** the role of HRD in vision sharing has already been mentioned as necessary for the socialisation of employees. Two potential aspects of socialisation are culture and rewards. Organisations should celebrate the quality and spirit of HRD. Artefacts, symbols, and ways of celebrating transitions are important. For example, entry, advancement, movement, and exit of individual employees, and even post-retirement are important events in an employee's life. There are examples of some organisations celebrating the achievement of high targets, employees' birthdays/marriages, how the chief executives relates to a large number of employees, and so on. All this constitutes culture. Similarly, the management of organisational processes such as goal setting, communication, decision making, and the management of mistakes or failures, etc. creates the climate. During the current decade the main challenge before organisations is to create an enabling culture and climate, and keep this as an important HRD goal.

Reward management is another challenging area. This potential tool of socialisation and motivation needs everybody's attention. What do we want to reinforce in individuals and in teams? What is valued by individuals and teams as rewards? Who should reward and in what way? Such questions would need a great deal of homework in terms of investigations and research. Designing a reward system based on performance is necessary.

- vi) **Governance:** participation is another important aspect of HRD. The need to involve employees in several aspects of organisational life is necessary. A few organisations are experimenting with employees' participation in the equity of the company. Employees' participation in the management of residential colonies and other facilities needs consideration; several attempts have been made in employees' participation in work related matters.

The main challenge before HRD during the current decade is to restore the spirit of HRD and not get caught in just the formal mechanisms; to forge stronger links with, and to participate in strategic organisational tasks; to develop problem solving competencies in the organisation, and; to humanise work and working life. Young, competent HRD facilitators need the support of the top management in meeting these challenges.

In this section you have read about the system, subsystems and components of human resource development. Now, answer the questions in *Check Your Progress-2*.

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit.

1) What are different types of HRD systems?

.....

.....

.....

.....

.....

.....

2) What do you mean by performance appraisal?

.....

.....

.....

.....

.....

.....

3.5 FUNCTIONS OF HRD

The core function of the HRD system is that of development of human beings. The concept of development should cover not only the individual but other units in the organisation, too. In addition to developing the individual, attention needs to be given to the development of stronger dyads, i.e., two-person groups of the employee and his boss. Such dyads are the basic work units in an organisation. Besides, several groups like committees, task groups, etc., also require attention. Development of such groups should be from the point of view of increasing collaboration amongst people working in the organisation, thus making for effective decision-making. Finally, the entire department and the entire organisation also should be covered by development. Their development would involve developing a climate conducive for their effectiveness, developing self-renewing mechanisms in the organisations so that they are able to adjust and develop relevant processes which contribute to their effectiveness.

HRD has three main functions

- Organisational Development
- Career Development
- Training and Development

3.5.1 Organisational Development (OD)

OD is the process of improving an organisation's effectiveness and member's well-being through the application of behavioural science concepts. HRD plays the role of a change agent. OD emphasises both macro and micro organisational changes: macro changes are intended to ultimately improve the effectiveness of the organisation as a whole, whereas micro changes are directed at individuals, small groups, and teams. For example, many organisations have sought to improve organisational effectiveness by introducing employee involvement programmes that require fundamental changes in work expectations, reward systems, and reporting procedures. The role of the HRD professionals involved in an OD intervention is generally to function as change agents. Facilitating change often requires consulting with and advising line managers on strategies that can be used to effect the desired change.

An organisation should be concerned not only with its growth, but with its health, too. It needs to diagnose its problems from time-to-time and take steps to develop new

competencies to cope with the various problems and challenges it would be facing.

This can be done through action research and training that is concerned with the development of competencies through effective teams to diagnose the problems and initiate the process of collaborative work to deal with such problems. In organisation development (OD), the focus is on developing process competency to increase organisational effectiveness. OD aims at maintaining profiles of organisational health, monitoring organisational health, assisting sick departments, helping interested units and departments in self-renewal, conflict management, the creation of strong teams, and so on, and establishing processes that build a climate that promotes enabling capabilities in the organisation.

3.5.2 Career Development

Career development is the on-going process by which individuals' progress is facilitated through a series of changes until they achieve their personal level of maximum achievement. Human resource development becomes effective when it is linked to the career planning of all individuals in an organisation. HRD interventions do not merely focus on developing competencies among individuals for their present jobs but, also, to their future jobs.

Career means progress through life, particularly advancement in profession. Career in an organisational context, may be defined as a sequence of positions occupied by an individual during the course of his organisational life. Career planning is the systematic process by which an individual selects his career goals and the path to achieve these goals.

Career development represents the entire sequence of activities and events related to an individual's career. Career development encompasses the period of acquiring educational qualifications and certifications, career path, self-actualisation as an individual, shifting of careers, and career growth.

Career development is important not just for individuals, but for the organisation, too. In order for it to effectively harness its human resources, it has career

development, hence is an exercise ensuring enhancement of employees' capacity and capabilities, not only for the personal betterment of the employees but also to ensure the meeting of current and future needs of the organisation. Career development is an ongoing process and requires a sense of continued commitment from both the employees and the top managers of an organisation. The process of career development has, hence, to be carried on a shared basis.

Setting goals and milestones that are based around well-defined objectives is integral to any career development plan. In today's fast moving and constantly shifting business and external environment, goal setting tends to be more medium term. A career development plan needs to be flexible enough to account for crisis situations, mid-career blues, relocation possibilities, career shifts, and other exigencies.

Career development calls for innate professionalism, a sharp-edged focus, a keen learning temperament, intent to gain new skills and certifications as desired.

There is a strong relationship between career development and training and development activities. An organisation's training and development plans can help individual employees in career planning and development.

3.6 TRAINING AND HRD

Training is the most important activity which plays an important role in the development of human resources. Training is regarded as the systematic process of acquisition of attitudes, knowledge, or skills that result in improved performance at work. The fundamental purpose of training is to help people develop skills and abilities which, when applied at work, will enhance their job performance. To put the right man at the right place with training has now become essential in today's globalized market. No organisation has a choice on whether or not to develop employees. Therefore, training has, nowadays, become an important factor in maintaining and improving interpersonal and intergroup collaboration.

Training and development is an important subsystem of an organization. It aims is to reduce randomness and ensure that the leaning or behavioural change takes place in structured format. By definition training and development refers to the process to obtain or transfer knowledge, skills and abilities required for carrying out a specific activity or tasks. According to Adeniyi, staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. Abiodun submitted that training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. Oribabor submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organisational growth. According to Olaniyan and Ojo, training and development are required for staff to enable them work towards taking the organisation to its expected destination. Obisi was of the view that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth.

The traditional approach of training and development believed that managers are born and not made. They were also of the opinion that the training is a very costly affair and not worth.

However, the modern approach considers training as more or retention tool than a cost. The training system helps the organization to create a smarter workforce for yielding best result.

The main approach of training and development is to make available knowledge and skilled manpower to the organization. Besides, the favour other objectives of training and development are:

- i) **Individual Objectives-** help employees in achieving their personal goals, which in turn would enhance the contribution of individual to the organization.
- ii) **Organizational Objectives-** assist the organization with its primary objective by bringing individual effectiveness.
- iii) **Functional Objectives-** maintain the department's contribution at a level suitable to the organisational needs.
- iv) **Societal Objectives-** ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

There are three aspects which necessitate continuous training in an organisation. These aspects are technological advances, organisational complexity and human relations. These aspects are related to each other. For example, technological advances tend to increase the size of the organisation which, in turn, increases its complexity. Training offers the following outcomes in an organisation.

- **Increase in efficiency:** training increases the skills of an employee for doing a job in better way. He will do the job better if he is trained in how to do the job. In the context of changing technologies, new machines are introduced in operations and employees need to be trained to use them to improve production, to reduce accidents and wastages. Same is the case with the supervisors and managers as expectations of the employees keep on changing with times and they need to be trained in human relations and communications for creating a better culture in an organisation.
- **Increase in employee morale:** training increases employee morale by relating their skills to their job requirements, possession of skills necessary to perform a job well often tends to meet such human need as security and ego satisfaction. Trained employees can see the jobs in more meaningful ways because they are able to relate their skills to their jobs.
- **Better human relations:** training attempts to increase the quality of human relations in an organisation. The growing complexity of organisations has led to problems such as alienation, interpersonal and inter-group problems. Many of these problems can be overcome with suitable human relations training.
- **Reduced supervision:** trained employees require less supervision. They require more autonomy and freedom. Such autonomy and freedom can be

given if the employees are trained properly to handle their jobs with minimal or no supervision. This may result in a smaller number of intermediate levels in the organisation which can ultimately save manpower costs to the organisation.

- **Increased organisational viability and flexibility:** there are ups and downs in economic cycles in any industry. Organisations with trained manpower are in a better position to survive a downturn in the market by being able to change their strategies faster than the competitions. The employees also have to cope up with the changing job exigencies. It is always better for organisations to have a second line of trained employees to take up new responsibilities at short notice. Organisations can have a clearly defined succession planning in place, supported by trained and motivated employees at all levels.

Training acts as a catalyst in the HRD system. The main benefits of the training and development process in HRD are

- Growth, expansion and modernization cannot take place without trained manpower
- It increases productivity and profitability, reduces cost and finally enhances skill and knowledge of the employee
- Prevents obsolescence
- Helps in developing a problem solving attitude
- Gives people awareness of rules and procedures.

Training intends to improve the knowledge, skills, and attitudes of employees. The improvements may be specific to a job or to tasks. The training broadly takes place through various means; three of them are discussed below.

- a) Employee orientation.
 - b) Skills and technical training.
 - c) Coaching and counselling.
- a) **Employee orientation programmes** are given to new employees at the work place. The programmes can last for several hours to several days. Some organisation term the orientation also as induction programmes. When a new employee is hired, the employee orientation program offers an organisation its best chance at shaping an employee's work practices and imprinting its corporate business philosophy in the mind of the new employee, because a new hire is eager to make a good impression. It also helps familiarise the new employee with the rules and regulations of the organisation, and various departments within the organization vis a vis his job responsibilities.
 - b) **Skills and technical training** generally aims at to fill the gap in the skills possessed by the employees and the skills required for performance. Various training programmes are organized by an organisation to train employees in different skills. These may be on the job training, or continuous training programmes for any particular skill.

- c) **Coaching and Counselling:** counselling or coaching is part of the day-to-day interaction between a supervisor and an employee who reports to her, or an HR professional and line managers. Coaching often provides positive feedback about employee contributions. At the same time, regular coaching brings performance issues to an employee's attention. The goal of performance coaching is not to make the employee feel badly, or to show how much the HR professional or supervisor knows. The goal of coaching is to work with the employee to solve performance problems and improve the work of the employee, the team, and the department.

Some of the useful steps in effective and supportive coaching are:

- Show confidence in the employee's ability and willingness to solve the problem. Ask him or her for help in solving the problem.
- Describe the performance problem. Focus on the problem or behaviour that needs improvement, not the person. Ask for the employee's view of the situation.
- Determine whether there are issues that limit the employee's ability to perform the task or accomplish the objective. Four common barriers are time, training, tools, and temperament. Determine how to remove these barriers.
- Discuss potential solutions to the problem or improvement actions to take. Ask the employee for ideas on how to correct the problem, or prevent it from happening again.
- Agree on a written action plan that lists what the employee, the supervisor, and possibly, the HR professional, will do to correct the problem or improve the situation.
- Set a date and time for follow-up. Determine if a critical feedback path is needed, so the supervisor knows how the employee is progressing. Offer positive encouragement. Express confidence in the employee's ability to improve.

Unlike Coaching, counselling focuses on past issues and ends in the present. So if you find yourself having in-depth conversations with staff about personal issues and trying to provide guidance, chances are that you are not coaching, you are counselling them.

Some of the direct benefits of training to human resource development are given below:

- Unlike education, training in HRD not only develops the competence of the individuals but also develops their latent potential for the total effectiveness of the organisation.
- It helps an employee to diagnose his/her own strengths and weakness.
- It develops creativity in employees.
- It helps employees to develop them in a given organisational climate to improve not only his/her performance, but that of the organisation, too.

- It develops trust and openness amongst employees thus enriches interpersonal relationships.
- It creates an environment for realistic feedback and guidance from superiors.
- It provides long term and short term development opportunities.
- It smoothenes the career development plans.
- It helps organisations to use available human resource for future challenging responsibilities after developing them.
- It enables an overall development of the personality of employees and the organisations.

Till now you have read about the functions, of HRD and role of training in HRD. Now, answer the questions in *Check Your Progress-3*.

Check Your Progress 3

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit.

- 1) What do you mean by a career plan? How can HRD help an individual employee in career planning?

.....

.....

.....

.....

.....

.....

- 2) What are the main focus areas in designing the HRD system in an organisation?

.....

.....

.....

.....

.....

.....

3.7 LET US SUM UP

HRD is the integrated use of training and development, career development, and organisational development for improving individual and organisational effectiveness. HRD is the study and practice of increasing the learning capacity of individuals, groups, and organisations through development and applications of learning based intervention for the purpose of optimizing human and

organisation growth and effectiveness. HRD means to develop available manpower through methods such as training, promotions, transfers, and opportunities for career development. Human resource development is a system of developing a continuous and planned way the competencies of individual employees, teams and the total organisation to achieve organisational objectives. The five major systems that comprise HRD are: career system, work system, development system, self renewal system and culture systems.

The core objective of HRD system is development of human beings through training. Training is regarded as the systematic process of acquisition of attitudes, concepts, knowledge, roles, or skills that improve performance at work. Training influences efficiency, morale of employees, human relations, and increases organisational viability and flexibility. Training acts as a catalyst in the HRD system.

3.8 REFERENCES AND SELECTED READINGS

FAO. (2012). Capacity Development: Learning Module 2. *FAO Approaches to Capacity Development in Programming. Processes and Tools*, Food and Agriculture Organisation of the United Nations

FAO. (2013). Capacity Development: Learning Module 4. *Organization Analysis and Development* Food and Agriculture Organisation of the United Nations

GFRAS. (2012). *The New Extensionist: Roles, Strategies, and Capacities to Strengthen Extension and Advisory Services*, Global Forum for Advisory Services.

John P Wilson Ed, (2005), *Human Resource Development*, 2nd Edition, Kogan Page, London.

Monappa, Arun (1997), *Managing Human Resources*, Tata Mcgraw Hill Publishing Company, New Delhi.

Prasad, L. M. (2001), *Human Resource Management*, S Chand & Sons, New Delhi.

Rao, P.L. (1995), *HRD through in-House Training*, Indian Society for Training & Development, New Delhi.

Sulaiman RV and Mittal N. (2016). Capacity Needs of Extension and Advisory Services (EAS) in South Asia. Policy Brief No 1. Agricultural Extension in South Asia.

Suvedi, M. and Kaplowitz, M.D. (2016). Process skills and competency tools – what every extension worker should know – Core Competency Handbook. Urbana, IL: USAID-MEAS.

WAC. (2013). *Assessing Capacity Needs and Strategy Development for Grassroots Rural Institutions: A Guide for Facilitators*. World Agroforestry Centre (WAC)

3.9 CHECK YOUR PROGRESS- POSSIBLE ANSWERS

Check Your Progress 1

- 1) HRD is a systematic process of building the capacities of individuals and groups to acquire new competencies and improve their efficiencies for the realization of organiser goal.
- 2) HRD leads to better and efficient utilization of the available resources. It enhances the efficiency and effectiveness ability of an individual. This leads to an increase in productivity. Thus HRD leads to increased productivity and better client service. The HRD enables an organization to maximize its profit.

Check Your Progress 2

- 1) Different types of HRD systems are a) career system b) work system c) development system d) self-renewal system and e) culture system.
- 2) Performance appraisal is a method to identify the effectiveness of an employee in the role for which he is recruited.

Check Your Progress 3

- 1) Career planning is the systematic process by which an individual selects his career goals and the path to achieve these goals.

HRD can help an individual employee him in setting proper goals according to his or her needs and the needs of the organisation. Accordingly it facilitate it through training and development programmes for upgrading knowledge and skills, and motivating him or her in taking up challenges and greater responsibilities.

- 2) Main focus areas in designing the HRD system in an organization are
 - Enabling capabilities at all levels
 - Involving the line managers in the development process
 - Linking HRD with other function in the organisation
 - Developing a proper monitoring mechanism
 - Act as a change agent
 - Develop a better work culture in the organisation

NOTE

