EMERGING TRENDS: FASHIONING A COHERENT TRAINING STRATEGY

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TRAINING STRATEGY:

The training strategy is to be based on the "Performance Management":-

1. The look of producing training strategy, which reflects business strategy, is made cashier, if the organization is undertaking a major culture change programme. A training

initiative is to be key component of this programme.

2. Organisation performance can be improved by following business goals. Then developing people to meet these goals.

3. Training needs should be regularly received against business objections.

4. Then there should be audit with a clear business focus.

Thus, training manager must accept responsibility for translating business strategy and/or objectives first into human resources terms and then into training terms. For training manger, it is necessary group and use "investor in people" are "performance management"as a model.

TRAINING POLICY:

The inter-relationship between the training department and its organisational contact is often incorporated is the training policy. This can improve training departments contribution to maintenance of skills and the preparation for future challenges of the organisation linking corporate mission and corporate objectives with training policy is explained under:-
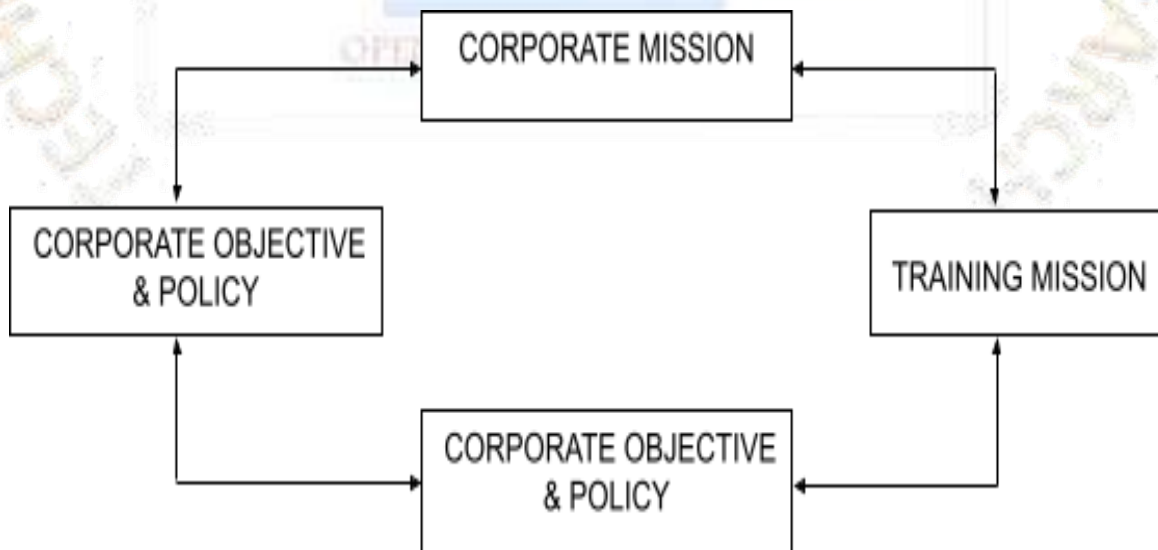
LINKING MISSION S& OBJECTIVES/POLICY
## STATEMENT OF TRAINING POLICY:

A sample of training policy of ABC Co. Ltd. is given below. The elements of training policy are:

1. The training plan will be established by reference to the requirements of camping's business plan unit objectives will be agreed with managers concerned and individual targets derived from these objectives and agreed with employees. A performance receives system will be adopted training.

2. Training needs will be identified through performance receive, or in special cases when there are changes in internal policies or systems or external factors such as government legislation.

3. Establishing organisation set up of training department.

4. Training programmes will be carried out by training line manager or by external consultant to be determined by training department

5. All new employees will be given induction training which will comprise familiarisation with the business as well as initial job training so that they feel part of company and settle down early.

6. Training equipment will be procured and conference room set up. In sincerely, a training department strategy should embody:

(a) An overall sense of direction.

(b) An Assessment of environment challenges, and
(c) Proactive role as catalyst in areas involving changing organisation culture.

THE ROLE OF TRAINING FUNCTION:

The training function shall be contributing to the organisational goals by increasing the effectiveness of the work being carried out in particular parts of the

organisation. The role of training function is explained under:-

THE TRAINING FUNCTION
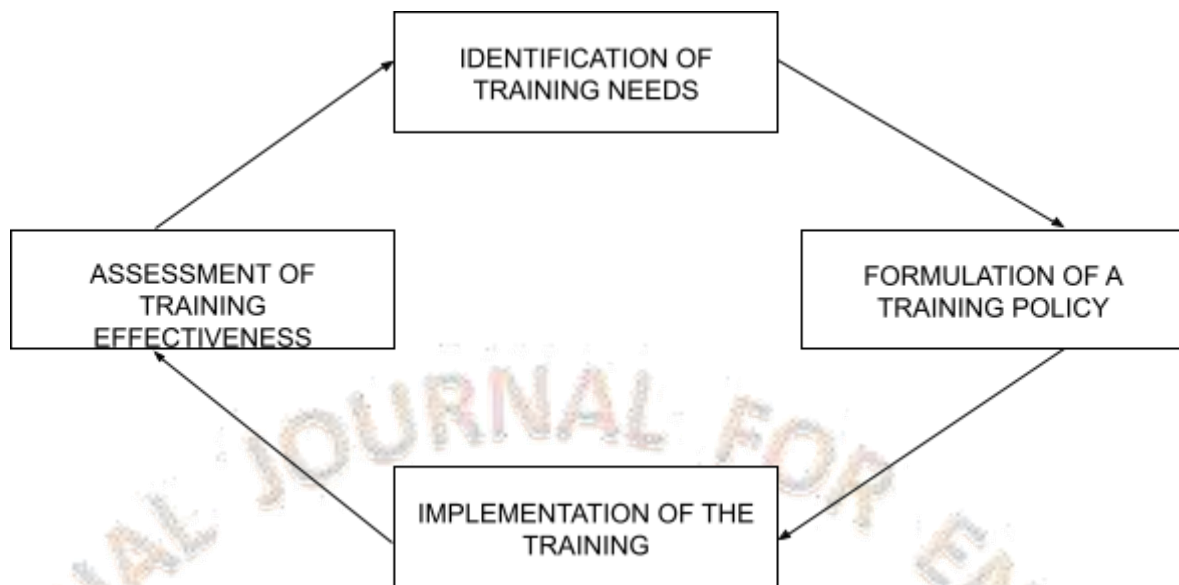
This contribution can be used to seen to have two main aspects:

(a)Maintaining the fore sent skill Book. This can be done by provision ofinduction and initial training, and

(b) Preparing employees for new challenges. The training function should be drawing up plans for the development of management and work force to enable the organisation to change in the desired directions. Training should contributeto the process and should be integrated into corporate

planning.

According to A, BANNERJEE, "Training unit should understand the

organisation's strategic direction and can design and implement a creative way of morning people in that direction. Many organisations have already shifted, their thinking about the training function. They have been for themselves that training is where skills are developed, attitudes are changed, idea evolve and the organisation is reinvented. In the course of the learning the skills that will increase sales, build effective teams, improve

quality standards or meet a wide range of other objectives, employees creates a neworganisational culture".

Essentially, training department becomes internal consultants, as well as maintaining the more traditional role.

The traditional role involves training needs analysis at the job and individuals levels of responding to be quest and it is fairly stable function.

The proactive role involves individual and group counseling. It is largely a role of catalyst and coordinator of management workshops and problem solving groups. Its primary focus is on developing HR skills,

particularly where this involves changing the culture.

Training manager will be unable to do this alone, and team of specialists will be needed to carry through organisational changes.

TASKS OF THE TRAINING FUNCTION:

The tasks can be classified in many ways. They can be grouped under theessential functions as follow:

1. BUILDING AND MAINTAINING SUPPORT:

The first strategy objectives for building support is to involve all levels and parts of the organisation that are prospective uses of the outputs.

Building continued neutrality into all relationship is particularly important for maintaining support, all partners need to gain and also feel that they are gaining.

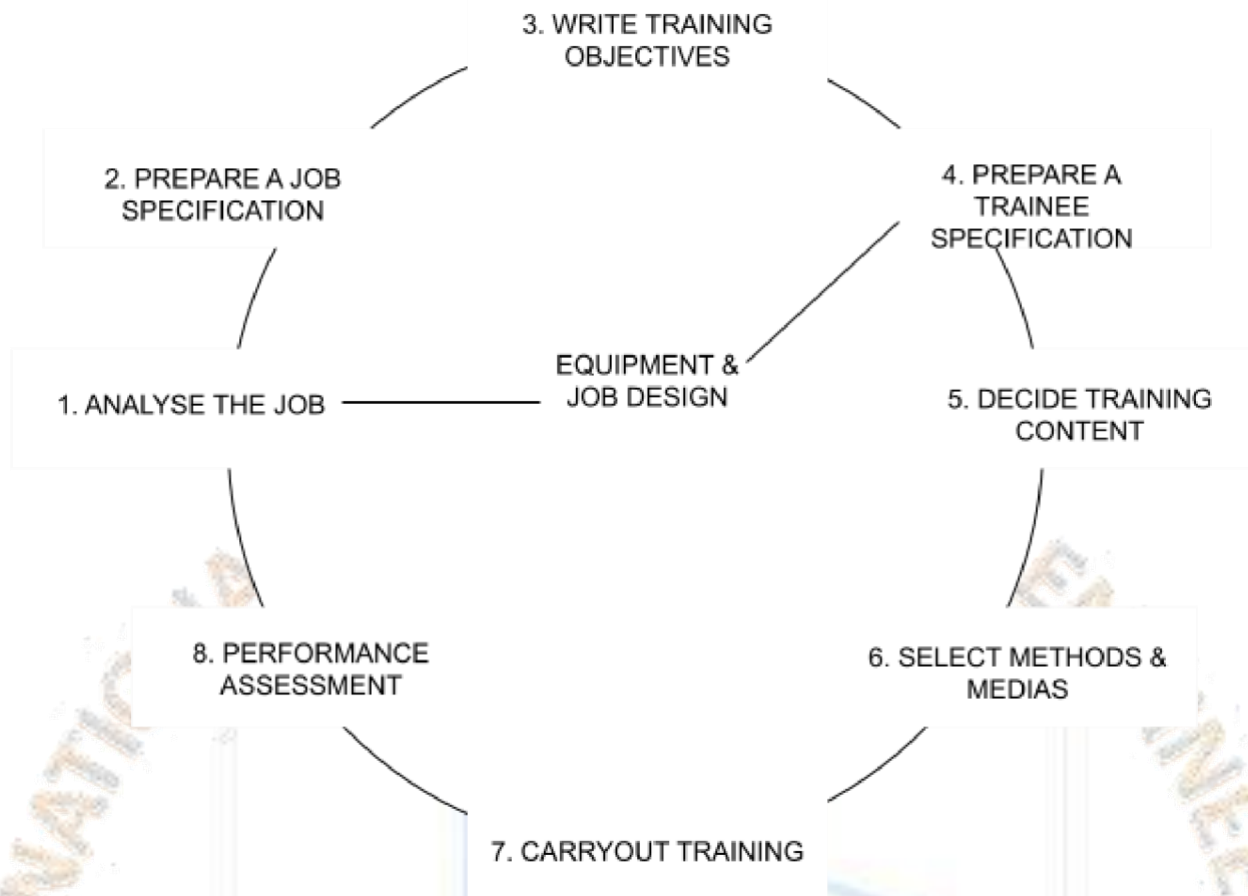## 2. BUILDINGT RAININGCOMPETENCIES & OVERALLTRAINING CAPACITY:

At the system level, overall training, consulting, organising, and administrative functions, it involves, and making additional trainers available through networks of researches. The training system's credibility rests largely on its displaying the capability to manage itself well within its even Beaudalies. Increasing competence in training organization and programme implementation, in turn, builds the staffs confidence in theirsystem which raises competencies further.

3. DEVELOPING TRAINING MATERIALS:

This task supports competency building and also reflect it. The most useful materials are developed from within the work settings in which training is needed.

4. STRATEGIC PLANNING:

Strategic planning starts with using projection of training needs for mapping the system required for meeting these needs. It is useful to go down the list of a components inside a system, its relevant environment and map what would be needed by each. A systematic training cycle is described under:

3. WRITE TRAINING
OBJECTIVES

2. PREPARE A JOB
SPECIFICATION

4. PREPARE A
TRAINEE
SPECIFICATION

1. ANALYSE THE JOB ———— EQUIPMENT &
JOB DESIGN

5. DECIDE TRAINING
CONTENT

8. PERFORMANCE
ASSESSMENT

6. SELECT METHODS &
MEDIAS

7. CARRYOUT TRAINING

A SYSTEMATIC TRAINING CYCLE

5. NETWORKING TRAINING RESOURCES:

The important components of this task include improved information gathering and management, the development of resources pools of trainers and materials at various levels of the system and ready access mechanism.

6. MONITORING AND EVALUATION:

Each task to be performed by a training function has a purpose, and its performance can be assessed in terms of both outcomes and the processes by which they were attained. Regular monitoring fields the data and system needs to improve its immediate functioning, structure, and looking forward further development. This task is important to carryout for all tasks, also the performance of the system as a whole.

MODALITIES IN TRAINING:

Modality is a broader concept than the training method, several methods can be used for implementing one modality. Training modalities can be distinguished into three types:

1. DIRECT CONTACT AND DISTANCE TRAINING:

In contact training programmes trainers and learners are face to face. This limits the member of participants in a programme. Distance training can respond more readily to the need to train large numbers and, with introduction of new technologies, is

becoming increasingly important.

2. FORMAL AND NON-FORMAL TRAINING:

Training in formal programmes conducted at a particular place with a fixed syllabus. Training can be planned and conducted through various, "Non-formal" modalities. Participants can learn many things in a blamed way. Here the emphasis is on conscious, guided experience.

# 3. CENTRALIZED AND DISPERSED ORGANIZATION OFTRAINING:

Training modalities can also be differentiated along organizational lines. In a simple centralized model, central institute initiates, guides and supports all aspects of training, and offer subsidiary units carry out its plans. At the other extreme are networks of largely autonomous training unit each responsible for its own training plans and programmes as needed or desired.

Mixed models are increasingly becoming common in which a central institute sets frames of training. Subsidiary units do the detailed planning staffing and management.

ONE TO ONE TRAINING MODEL VIS-À-VIS INCREASED EFFECTIVENESS MODEL:

(a) The training programme described by Sykes has planned using anindividual in this figure.

ONE-TO-ONE TRAINING MODEL
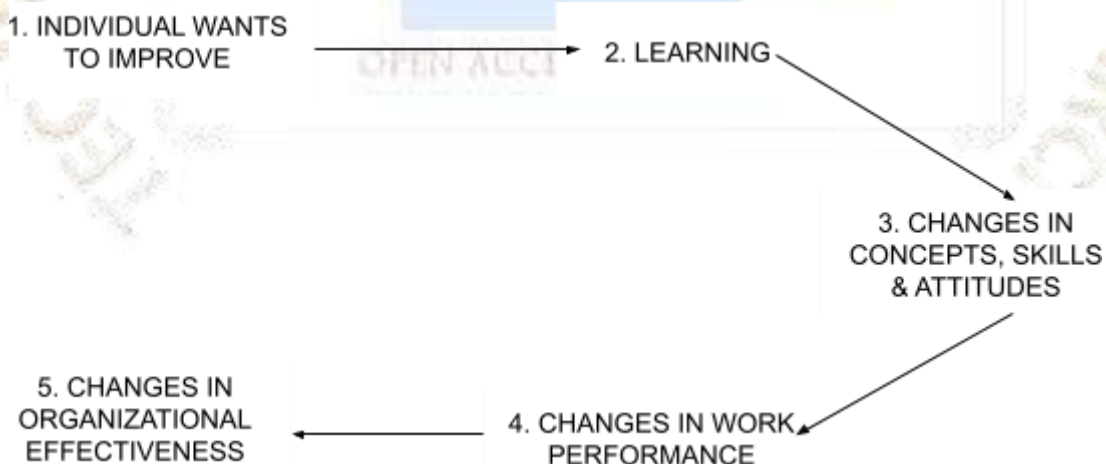
(b) In one-to-one training model, the focus in on individuals and the process individual and the process includes imparting skills to learn something set

to be simulated and then expecting them to find uses for the task.

(c) An approach in which organisation must be first subjected to change the organisation. This is described in this figure.

INCREASED EFFECTIVENESS MODEL
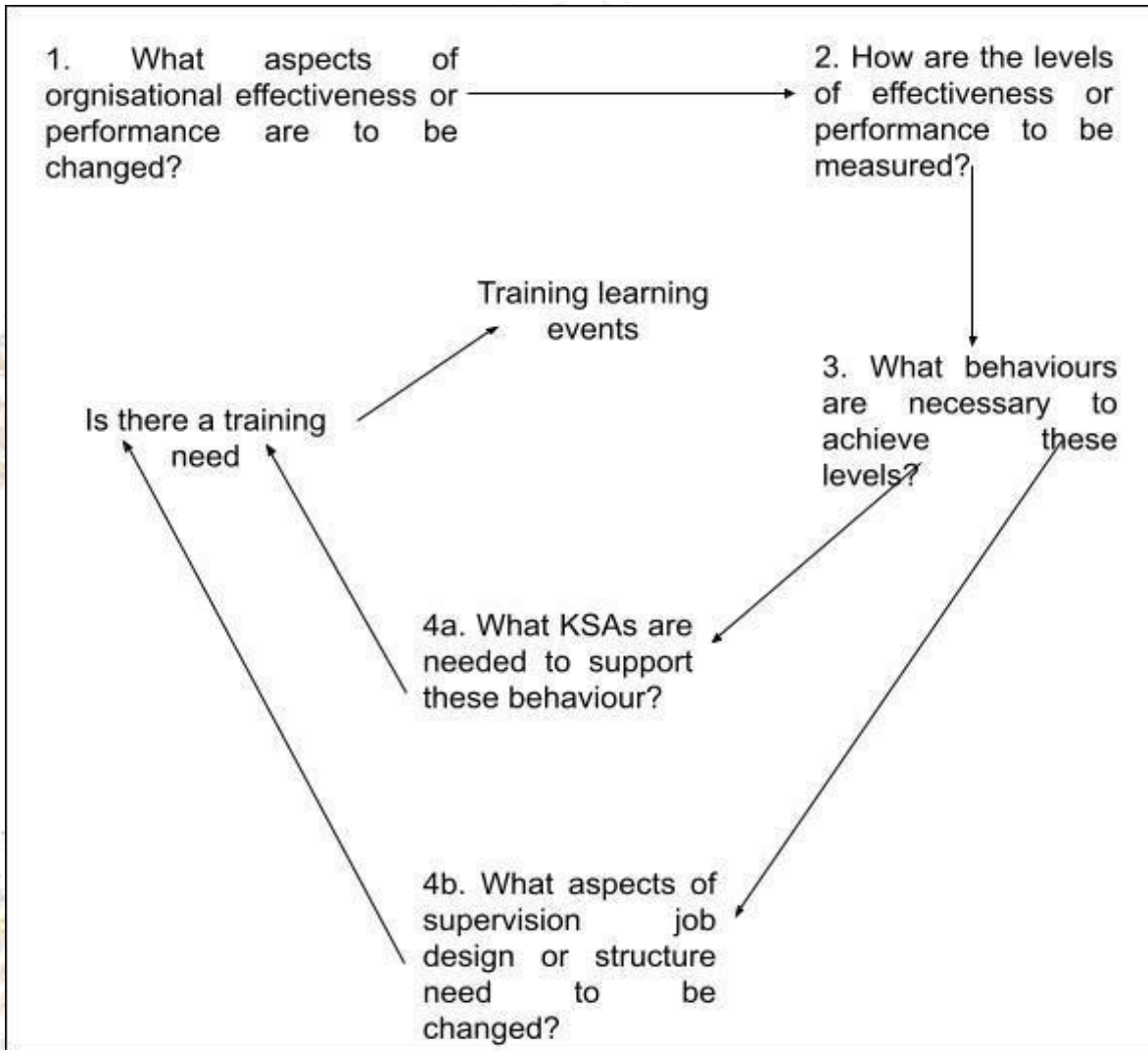
(d) Feedback, with or without training on topics such as joint target setting, listening or holding team meetings, could help change the management style in the organisation to a more participative one.

ASPECTS OF ORGANISATIONAL EFFECTIVENESS:

It is necessary to identify various aspects of organisational effectiveness in leadership, policy and strategy people management, resources, processes, customer satisfactions people satisfaction, Impact on society, business results in relation to planned performance. Details of aspects of an organisation effectiveness are described in figure one way of identifying training requirements in the organisational contact is by defining aspects of organisation effectiveness.

UALITIES OF TRAINERS:

(a) SOME BASIC QUALITIES OF TRAININGS:

There are some inherent skills and some alquired skills that qualify a person to become a trainer. Inherently he needs to be compassionate, communicative and humongous and the skills to be acquired would include the ability to influences and the use of different training and facilitations techniques of behaviours. Listening actively is

the best guide. Watching signs of fatigue of participants.

(b) TYPES OF TRAINER'S AND THEIR FOCUS:

There are two types of trainers. First are those who solely motivate, who simply enhance the willingness of people. However, the willingness cannot be sustained unless 'ability' exits.

Then the second kind of trainers would be those who not only motivate, but also improve the abilities of people. These are the ones who are able to touch and transform, they not only influence the cause, but also the function. (Training and Management, Oct,2003).

(c) ABILITIES TO ESTABLISH RELATIONSHIP:

Abilities of internal resources trainers could be assessed and developed particularly about establishing and maintaining a productive relationship that nill achieve goals.

(d) OBTAINING FEEDBACK:

Ensuring new ideas are understood by participants and trainers can use some tactics:

- Evaluating the part of the programme.

- Short application tests to encourage, listen and motivates.

- Asking participants to summarise key concepts, action plans, etc.

- Encouraging note taking of new materials.
- Acronyms. First of meaningful word, so that ideas can be casher to remember.

(e) WAYS TO MOTIVATE LEARNING BY TRAINERS:

▪ Talking one-on-one with resistant or negative trainees before the programme by explaining contents of the programme so that it is relevant to his job.

▪ Asking experienced participants to share their experience and ideas at key paints inthe programme.

▪ Asking experienced employees for input on programme content.

▪ At the conclusion of each session, asking participant to summarise what he learnt.

(f) FOCUS ON SKILL APPLICABLE FOR GLOBAL MARKET:

In globalisation, corporates need employees with skills that translate well to the international arena and focus on these for motivation of participants.

(g) IMPROVING IMPACT OF TRAINING:

For improving impact of training programme following areas need attention:

▪ An effective introduction of programme or session covering objectives/ expectations, benefits, relevant, audience centered, fun/humorous.

▪ An effective conclusion to contain: summary, benefits, link with the introduction, plan of implementation, motivational polished, personal and power-peaked.

(h) TRAINER'S STATEMENTS HARING DIRECT & INDIRECTINFLUENCE:

The statements that characterise direct and indirect influence of trainers onparticipants is given under:

COMARISON OF KINDS OF STATEMENTS BY TRAINERS WHICH HVE DIRECT AND INDIRECT INFLUENCE:

(i)STATEMENTS OF DIRECT INFLUENCE ARE THOSE IN

WHICH TRAINING:

▪ Express or lecture about ideas or knowledge.

▪ Give directions or orders.

▪ Critize or deprecate participants' behaviour with intent to change it.

▪ Justify their our position or authority.

(ii) STATEMENTS OF INDIRECT INFLUENCE ARE THOSE IN WHICH TRAINERS:

- Accept clarify and support the ideas an feelings of participants.

- Praise and encourage.

- Ask questions to stimulate participation in decision making.

- Ask questions to orient participants to the task or to the topic of discussion.

What studies shares is that a below-average preparation of direct to indirect in

flounce over on extended period of time will establish more desirable participant attitudes and superior patterns of work.

(i) TRAINER AS RESOURCE PERSON:

Trainer's image to be a resource person (rather than traditional authoritarian image).

The new approach demand from the trainer's great quiz, sensitivity and adaptability and continuous application.

(j) TRAINER'S HIDDEN ROLES:

Trainer's three functions: These are hidden functions in trainer's role in addition to the well-recognised one of conducting training sessions:

(a) Providing guidance and support to individual participants Mentoring. Hare both parties, Mentor as well as participant, can benefit from this special

elationship.

(b) Intervention means designing and helping to implement organisational charge strategies. To ensure that newly gained competencies will be effectively used by the participants in their work organisation. Such interventions will be critical for success of trainers in parent content.

(c) The third function is a managerial function, i.e. preparing (plan and organise) and running effectively entire training programme, i.e. staff, materials, facilities, participants have to come together on schedule, housekeeping and within budget limits.

(k) TRAINER'S STYLE:

(i) Effective trainers are flexible and able to very their roles and methods to suit changing needs. They are 'business like', they vary behaviour to suit different situations. This contingency approach to their matter of appropriateness.

(ii) adaptability as trainers have a variety of tools concepts and skills in their experience and can move between them to suit the fluid situation in session as well as differing needs of individuals participant.

(iii)Trainer to maintain training environment which is supportive. Participants mill feel certain of a genius response, and see the effects of their new behaviour.

This is the direction of effective training for development (Ncd A. Flander,"Teacher influence, Pupil Attitudes and Achievement," Training for Development, University of Minnesota.

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