

## **COURSE: PRINCIPLES OF HUMAN RESOURCE MANAGEMENT**

### **LECTURE 8. TRAINING METHODS**

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#### **Lecture learning outcomes:**

**At the end of the lecture you will be able to:**

- 1. Understand the concept of on- job and off-training**
- 2. Discuss types of on job and off job training**
- 3. Explore advantages and disadvantages.**

#### **ON JOB TRAINING METHODS**

On-the-job training (OJT) refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior. OJT is one of the oldest and most used types of informal training. It is considered informal because it does not necessarily occur as part of a training program and because managers, peers, or mentors serve as trainers. If OJT is too informal, learning will not occur. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their new jobs.

Selection of the training methods depends on the programme objectives, the trainees, the confidence of trainers among others. However, the following considerations are worth bearing in mind while selecting the training method:

- 1) The method selection depends on what actions the trainees are supposed to take after finishing the course.
- 2) The duration of the training programme and the availability of time.
- 3) The training setting at the disposal of the trainer.
- 4) The level of knowledge about the trainees available to the trainers.
- 5) While selecting a participative experiential method, care should be taken that the trainer selects proven exercises, which they feel confident that it will work. If the exercise fails, the trainer should talk it out with the group members and should never apologize.
- 6) It is always better to have a combination of different methods of training in a programme using a variety of training methods that stimulates learner interest and arouses curiosity.

This training decision as to whether training should be carried out on or off the job cannot be made arbitrarily. A judgment should be made as to which method is more likely to meet the

required objectives. On-the-job training generally takes place under normal work situations, the task very often contributing directly to the output of the department.

Regardless of the specific type, effective OJT programs include:

1. A policy statement that describes the purpose of OJT and emphasizes the company's support for it.
2. A clear specification of who is accountable for conducting OJT. If managers conduct OJT, this is mentioned in their job descriptions and is part of their performance evaluations.
3. A thorough review of OJT practices (program content, types of jobs, length of program, cost savings) at other companies in similar industries.
4. Training of managers and peers in the principles of structured OJT
5. Availability of lesson plans, checklists, procedure manuals, training manuals, learning contracts, and progress report forms for use by employees who conduct OJT.
6. Evaluation of employees' levels of basic skills (reading, computation, writing) before OJT.

When an employee learns the job in actual working site in real life situation, and not simulated environment, it is called OJT. Employee learns while working. This type of training, also known as job instruction training, is the most commonly used method. Under this method, the individual is placed on a regular job and taught the skills necessary to perform that job. The trainee learns under the supervision and guidance of a qualified worker or instructor. On-the-job training has the advantage of giving firsthand knowledge and experience under actual working conditions. While the trainee learns how to perform a job, he is also a regular worker rendering the services for which he is paid. The problem of transfer of trainee is also minimised as the person learns on-the-job. The emphasis is placed on rendering services in the most effective manner rather than learning how to perform the job.

### **On-The-Job Training Methods**

- 1. Self-Directed Learning.** Self-directed learning has employees take responsibility for all aspects of learning— including when it is conducted and who will be involved. Trainees master predetermined training content at their own pace without an instructor. Trainers may serve as facilitators. That is, trainers are available to evaluate learning or answer questions for the trainee. The trainer does not control or disseminate instruction. The learning process is controlled by the trainee. Self-directed learning for salespersons could involve reading newspapers or trade publications, talking to experts, or surfing the Internet to find new ideas related to the salesperson industry. Also, self-directed learning could involve the company providing salespersons with information such as databases, training courses, and seminars while still holding the employees responsible for taking the initiative to learn. Because the effectiveness of self-directed learning is based on an employee's motivation to learn, companies may want to provide seminars on the self-

directed learning process, self-management, and how to adapt to the environment, customers, and technology.

It encourages new employees' active involvement in learning and allows flexibility in finding time for training. A peer-review evaluation component motivates employees to complete the questions correctly. And, as a result of participating in the program, employees make contacts throughout the company and gain a better understanding of the technical and personal resources available within the company. Self-directed learning has several advantages and disadvantages. It allows trainees to learn at their own pace and receive feedback about the learning performance. For the company, self-directed learning requires fewer trainers, reduces costs associated with travel and meeting rooms, and makes multiple-site training more realistic. Self-directed learning provides consistent training content that captures the knowledge of experts. Self-directed learning also makes it easier for shift employees to gain access to training materials.

**Several steps are necessary to develop effective self-directed learning:**

1. Conduct a job analysis to identify the tasks that must be covered.
2. Write trainee-centered learning objectives directly related to the tasks. Because the objectives take the place of the instructor, they must indicate what information is important, what actions the trainee should take, and what the trainee should master.
3. Develop the content for the learning package. This involves developing scripts (for video) or text screens (for computer-based training). The content should be based on the trainee centered learning objectives. Another consideration in developing the content is the media (e.g., paper, video, computer, Web site) that will be used to communicate the content.
4. Break the content into smaller pieces ("chunks"). The chunks should always begin with the objectives that will be covered and include a method for trainees to evaluate their learning. Practice exercises should also appear in each chunk.
5. Develop an evaluation package that includes evaluation of the trainee and evaluation of the self-directed learning package.

Trainee evaluation should be based on the objectives (a process known as criterion referencing). That is, questions should be developed that are written directly from the objectives and can be answered directly from the materials. Evaluation of the self-directed learning package should involve determining ease of use, how up-to-date the material is, whether the package is being used as intended, and whether trainees are mastering the objectives. Self-directed learning is likely to become more common in the future as companies seek to train staff flexibly, take advantage of technology, and encourage employees to be proactive in their learning rather than driven by the employer.

- 2. Job Rotation:** This type of training involves the movement of the trainee from one job to another. The trainee receives job knowledge and gains experience from his supervisor or trainer in each of the different job assignments. Though this method of training is common in training managers for general management positions, trainees can also be

rotated from job to job in workshop jobs. This method gives an opportunity to the trainee to understand the problems of employees on other jobs and respect them. Under this method of training candidates are placed in each and every job starts from clerical job, assistant, cashier and managerial job for the purpose of knowing importance in nature of every job before handling the position.

3. **Coaching:** The trainee is placed under a particular supervisor who functions as a coach in training the individual. The supervisor provides feedback to the trainee on his performance and offers him some suggestions for improvement. Often the trainee shares some of the duties and responsibilities of the coach and relieves him of his burden. A limitation of this method of training is that the trainee may not have the freedom or opportunity to express his own ideas.
4. **Job Instruction:** This method is also known as training through step by step. Under this method, trainer explains the trainee the way of doing the jobs, job knowledge and skills and allows him to do the job. The trainer appraises the performance of the trainee, provides feedback information and corrects the trainee.
5. **Committee Assignments:** Under the committee assignment, group of trainees are given and asked to solve an actual organisational problem. The trainees solve the problem jointly. It develops team work.
6. **Apprenticeship:** Apprenticeship is a formalized method of training curriculum program that combines classroom education with on-the-job work under close supervision. The training curriculum is planned in advance and conducted in careful steps from day to day. Most trade apprenticeship programs have a duration of three to four years before an apprentice is considered completely accomplished in that trade or profession. This method is appropriate for training in crafts, trades and technical areas, especially when proficiency in a job is the result of a relatively long training or apprenticeship period, e.g., job of a craftsman, a machinist, a printer, a tool maker, a pattern designer, a mechanic, etc.

Apprenticeship is a work-study training method with both on-the-job and classroom training. In an apprenticeship program, the hours and weeks that must be devoted to completing specific skill units are clearly defined. The on-the-job training involves assisting a certified tradesperson (a journey worker) at the work site. The OJT portion of the apprenticeship follows the guidelines for effective OJT by including modeling, practice, feedback, and evaluation. First, the employer verifies that the trainee has the required knowledge of the operation or process. Next, the trainer (who is usually a more experienced, licensed employee) demonstrates each step of the process, emphasizing safety issues and key steps. The senior employee provides the apprentice with the opportunity to perform the process until all are satisfied that the apprentice can perform it properly and safely.

A major advantage of apprenticeship programs is that learners can earn pay while they learn. This is important because programs can last several years. Learners' wages usually increase automatically as their skills improve. Also, apprenticeships are usually effective learning

experiences because they involve learning why and how a task is performed through classroom instruction provided by local trade schools, high schools, or community colleges. Apprenticeships also usually result in full-time employment for trainees when the program is completed. From the company's perspective, apprenticeship programs meet specific business training needs and help attract talented employees. Apprentice-like programs are also used to prepare new managers.

Besides the development costs and time commitment that management and journey workers have to make to apprenticeship programs, another disadvantage of many programs is limited access for minorities and women. Also, there is no guarantee that jobs will be available when the program is completed. Finally, apprenticeship programs prepare trainees who are well trained in one craft or occupation. Due to the changing nature of jobs (thanks to new technology and use of cross-functional teams), many employers may be reluctant to employ workers from apprenticeship programs. Employers may believe that because apprentices are narrowly trained in one occupation or with one company, program graduates may have only company-specific skills and may be unable to acquire new skills or adapt their skills to changes in the workplace.

7. **Cross-training.** This method allows employees to experience other jobs, which not only enhances employee skills but also gives companies the benefit of having employees who can perform more than one job. Cross-training also gives employees a better appreciation of what co-workers do and how their own jobs fit in with the work of others to achieve company goals.
8. **Demonstrations.** Demonstrations are attention-grabbers. They are an excellent way to teach employees to use new equipment or to teach the steps in a new process. They are also effective in teaching safety skills. Combined with the opportunity for questions and answers, this is a powerful, engaging form of training.
9. **Business Games.** Business games require trainees to gather information, analyze it, and make decisions. Business games are primarily used for management skill development. Games stimulate learning because participants are actively involved and because games mimic the competitive nature of business. The types of decisions that participants make in games include all aspects of management practice: labor relations (agreement in contract negotiations), ethics, marketing (the price to charge for a new product), and finance (financing the purchase of new technology). Typical games have the following characteristics.<sup>39</sup> The game involves a contest among trainees or teams of trainees or against an established criterion such as time or quantity. The game is designed to demonstrate an understanding of or application of a knowledge, skill, or behavior. Several alternative courses of action are available to trainees, and trainees can estimate the consequences of each alternative, but only with some uncertainty. Trainees do not know for certain what the consequences of their actions will be because the consequences are partially based on the decisions of other game participants. Finally, rules limit participant behavior.

To ensure learning and transfer of training, games used in training should be simple enough that trainees can play them in a short period of time. The best games generate excitement among the participants and interest in the game. Meaningfulness of the game is enhanced if it is realistic. Trainees need to feel that they are participating in a business and acquiring knowledge, skills, and behaviors that are useful on the job. Debriefing from a trainer can help trainees understand the game experience and facilitate learning and transfer. Debriefing can include feedback, discussions of the concepts presented during the game, and instructions in how to use at work the knowledge, skills, or behavior emphasized in the game.

Many companies are using board games to teach employees finance because employee pay is based on the financial performance of the business function employees work in. In pay-for-performance plans, companies must ensure that employees understand basic financial concepts such as how to read balance sheets and income statements. Employees also need to understand how their actions and decisions affect profits. Most of the board games are similar to the game Monopoly. Trainees guide their companies through a series of decisions challenged by various obstacles such as a rival introducing a competing product or a strike by plant workers. Trainees have to track key financial measures over two years.

Documentation of learning from games is anecdotal. Games may give team members a quick start at developing a framework for information and may help develop cohesive groups. For some groups (such as senior executives), games may be more meaningful training activities (because the game is realistic) than are presentation techniques such as classroom instruction.

## **10. Role Plays**

Role plays have trainees act out characters assigned to them. Information regarding the situation (e.g., work or interpersonal problem) is provided to the trainees. Role plays differ from simulations on the basis of response choices available to the trainees and the level of detail of the situation given to trainees. Role plays may provide limited information regarding the situation, whereas the information provided for simulation is usually quite detailed. A simulation focuses on physical responses (e.g., pull a lever, move a dial). Role plays focus on interpersonal responses (e.g., ask for more information, resolve conflict). In a simulation, the outcome of the trainees' response depends on a fairly well-defined model of reality. (If a trainee in a flight simulator decreases the angle of the flaps, that action influences the direction of the aircraft.) In a role play, outcomes depend on the emotional (and subjective) reactions of the other trainees.

For role plays to be effective, trainers need to engage in several activities before, during, and after the role play. Before the role play, it is critical to explain the purpose of the activity to the trainees. This increases the chances that they will find the activity meaningful and be motivated to learn. Second, the trainer needs to clearly explain the role play, the characters' roles, and the time allotted for the activity. A short video may also be valuable for quickly showing trainees how the role play works. During the activity, the trainer needs to monitor the time, degree of intensity, and focus of the group's attention. (Is the group playing the roles or discussing other things unrelated to the exercise?) The more meaningful the exercise is to the participants, the less trouble the trainer should have with focus and intensity. At the conclusion of the role play,

debriefing is critical. Debriefing helps trainees understand the experience and discuss their insights with each other. Trainees should also be able to discuss their feelings, what happened in the exercise, what they learned, and how the experience, their actions, and resulting outcomes relate to incidents in the workplace.

## **11. Behavior Modeling**

Behavior modeling presents trainees with a model who demonstrates key behaviors to replicate and provides trainees with the opportunity to practice the key behaviors. Behavior modeling is based on the principles of social learning theory, which emphasize that learning occurs by :

(1) observation of behaviors demonstrated by a model

(2) vicarious reinforcement. Vicarious reinforcement occurs when a trainee sees a model receiving reinforcement for using certain behaviors. Behavior modeling is more appropriate for teaching skills and behaviors than for teaching factual information. Research suggests that behavior modeling is one of the most effective techniques for teaching interpersonal and computer skills.

### **Activities in a behavior modeling training session.**

These activities include an introduction, skill preparation and development, and application planning. Each training session, which typically lasts four hours, focuses on one interpersonal skill such as coaching or communicating ideas. Each session includes a presentation of the rationale behind the key behaviors, a videotape of a model performing the key behaviors, practice opportunities using role playing, evaluation of a model's performance in the videotape, and a planning session devoted to understanding how the key behaviors can be used on the job. In the practice sessions, trainees are provided with feedback regarding how closely their behavior matches the key behaviors demonstrated by the model. The role playing and modeled performance are based on actual incidents in the employment setting in which the trainee needs to demonstrate success. Well-prepared behavior modeling training programs identify the key behaviors, create the modeling display, provide opportunities for practice, and facilitate transfer of training.

The first step in developing behavior modeling training programs is to determine :

(1) the tasks that are not being adequately performed due to lack of skill or behavior and

(2) the key behaviors that are required to perform the task. A key behavior is one of a set of behaviors that are necessary to complete a task. In behavior modeling, key behaviors are typically performed in a specific order for the task to be completed.

Key behaviors are identified through a study of the skills and behaviors necessary to complete the task and the skills or behaviors used by employees who are effective in completing the task.

Another important consideration in developing behavior modeling programs is the modeling display. The modeling display provides the key behaviors that the trainees will practice to develop the same set of behaviors. Videotape is the predominant method used to present

modeling displays, although computerized modeling displays are also being used. Effective modeling displays have six characteristics:

1. The display clearly presents the key behaviors. The music and the characteristics of the situation shown in the display do not interfere with the trainee seeing and understanding the key behaviors.
2. The model is credible to the trainees.
3. An overview of the key behaviors is presented.
4. Each key behavior is repeated. The trainee is shown the relationship between the behavior of the model and each key behavior.
5. A review of the key behaviors is included.
6. The display presents models engaging in both positive use of key behaviors and negative use (ineffective models not using the key behaviors)

Providing opportunities for practice involves:

- (1) having trainees cognitively rehearse and think about the key behaviors
- (2) placing trainees in situations (such as role plays) in which they have to use the key behaviors.

Trainees may interact with one other person in the role play or in groups of three or more in which each trainee can practice the key behaviors. The most effective practice session allows trainees to practice the behaviors multiple times, in a small group of trainees where anxiety or evaluation apprehension is reduced, with other trainees who understand the company and the job. Practice sessions should include a method for providing trainees with feedback. This feedback should provide reinforcement to the trainee for behaviors performed correctly as well as information needed to improve behaviors. For example, if role plays are used trainees can receive feedback from the other participants who serve as observers when not playing the role. Practice sessions may also be videotaped and played back to the trainees. The use of video objectively captures the trainees' behavior and provides useful, detailed feedback. Having the trainees view the video shows them specifically how they need to improve their behaviors and identifies behaviors they are successfully replicating. Behavior modeling helps ensure that transfer of training occurs by using application planning. Application planning prepares trainees to use the key behaviors on the job (i.e., enhances transfer of training). Application planning involves having all participants prepare a written document identifying specific situations in which they should use the key behaviors. Some training programs actually have trainees complete a "contract" outlining the key behaviors they agree to use on the job. The trainer may follow up with the trainees to see if they are performing according to the contract. Application planning may also involve preparing trainees to deal with situational factors that may inhibit their use of the key behaviors. As part of the application planning process, a trainee may be paired with another participant, with the stated expectation that the two should periodically communicate with each other to discuss successes and failures in the use of key behaviors.

## **12. Action Learning**

Action learning gives teams or work groups an actual problem, has them work on solving it and committing to an action plan, and then holds them accountable for carrying out the plan. Companies use action learning to solve important problems, develop leaders, quickly build high-performance teams, and transform the organizational culture. Several types of problems are addressed in action learning, including how to change the business, better utilize technology, remove barriers between the customer and company, and develop global leaders. Typically, action learning involves between 6 and 30 employees. It may also include customers and vendors. There are several variations in the composition of the group. One variation is that the group includes a single customer for the problem being dealt with. Sometimes the groups include cross-functional representatives who all have a stake in the problem. For example, Novartis, a company that has business in pharmaceuticals (such as Sandoz) and in consumer and animal health care, uses action learning to work on issues such as marketing that are important to all of the company's core businesses. Or the group may involve employees from multiple functions who all focus on their own functional problems, each contributing to solving the problems identified. Employees are asked to develop novel ideas and solutions in a short period of time. The teams usually need to gather data for problem solving by visiting customers, employees, academics, and/or industry leaders. Once the teams have gathered data and developed their recommendations they are required to present them to top-level executives.

## **13. Six Sigma and Black Belt Training**

Six Sigma and black belt training programs involve principles of action learning. Six Sigma provides employees with measurement and statistical tools to help reduce defects and to cut costs. Six Sigma is a quality standard with a goal of only defects per million processes. Six Sigma was born at Motorola. It has saved the company an estimated \$15 billion since the early 1990s. There are several levels of Six Sigma training, resulting in employees becoming certified as green belts, champions, or black belts. To become black belts, trainees must participate in workshops and written assignments coached by expert instructors. The training involves four 4-day sessions over about 16 weeks. Between training sessions, candidates apply what they learn to assigned projects and then use them in the next training session. Trainees are also required to complete not only oral and written exams but also two or more projects that have a significant impact on the company's bottom line. After completing black belt training, employees are able to develop, coach, and lead Six Sigma teams; mentor and advise management on determining Six Sigma projects; and provide Six Sigma tools and statistical methods to team members. After black belts lead several project teams, they can take additional training and be certified as master black belts. Master black belts can teach other black belts and help senior managers integrate Six Sigma into the company's business goal.

Although action learning has not been formally evaluated, the process appears to maximize learning and transfer of training because it involves real-time problems that employees are facing. Also, action learning can be useful for identifying dysfunctional team dynamics that can get in the way of effective problem solving. Action learning at General Electric has required

employees to use and apply skills to team building, problem solving, change management, conflict resolution, communications, coaching, and facilitation.

#### **14. Internship**

Internship is one of the on-the-job training methods. Individuals entering industry in skilled trades like machinist, electrician and laboratory technician are provided with thorough instruction though theoretical and practical aspects. For example, TISCO, TELCO and BHEL select the candidates from polytechnics, engineering colleges and management institutions and provide apprenticeship training. Apprenticeship training programmes are jointly sponsored by colleges, universities and industrial organisations to provide the opportunity to the students to gain real-life experience as well as employment. Exhibit presents the benefits of apprenticeship training.

Most of the Universities and Colleges encourage students for internship as part of the curriculum as it is beneficial to all concerned.

**15. Job instruction Technique:** This method is very popular in the States for preparing supervisors to train operatives. The JIT method requires skilled trainers, extensive job analysis, training schedules, and prior assessment of the trainee's job knowledge. This method is also known as "training through step-by-step learning." It involves listing all necessary steps in the job, each in proper sequence. Job Instruction Technique (JIT) uses a strategy with focus on knowledge (factual and procedural), skills and attitudes development. Job Instruction Technique consists of four steps Plan- This step includes a written breakdown of the work to be done because the trainer and the trainee must understand that documentation is must and important for the familiarity of work. A trainer who is aware of the work well is likely to do many things and in the process might miss few things. Therefore, a structured analysis and proper documentation ensures that all the points are covered in the training program. The second step is to find out what the trainee knows and what training should focus on. Then, the next step is to create a comfortable atmosphere for the trainees' proper orientation program, availing the resources, familiarizing trainee with the training program, etc. Present- In this step, trainer provides the synopsis of the job while presenting the different aspects of the work. When the trainer finished, the trainee demonstrates the procedure while emphasizing the key points and safety instructions.

Steps in Job Instruction Technique (JIT) Trial- This step actually a kind of rehearsal step, in which trainee tries to perform the work and the trainer is able to provide instant feedback. In this step, the focus is on improving the method of instruction because a trainer considers that any error if occurring may be a function of training not the trainee. This step allows the trainee to see the after effects of using an incorrect method. The trainer they helps the trainee by questioning and guiding to indentify the correct procedure. Follow-up- In this step, the trainer checks the trainee's job frequently after the training program is over to prevent bad work habits from developing. (c) Vestibule

Training (or Training-Centre Training): This method attempts to duplicate on-the-job situations in a company classroom. It is a classroom training which is often imparted with the help of the equipment and machines which are identical with those in use in the place of work. This technique enables the trainee to concentrate on learning the new skill rather than on performing an actual job. Theoretical training is given in the classroom, while the practical work is conducted on the production line. Training is generally given in the form of lectures, conferences, case studies, role playing and discussion.

- 16. Demonstration and Examples (or Learning By Seeing):** In the demonstration method, the trainer describes and displays something, as when he teaches an employee how to do something by actually performing the activity himself and by going through a step-by-step explanation of “why” and “what” he is doing. Demonstrations are very effective in teaching because it is much easier to show a person how to do a job than to tell him or ask him to gather instructions from the reading material. Demonstrations are often used in combination with lectures, pictures, text, materials, discussions, etc. Teaching by example is effective in mechanical operations or interpersonal relationships, for job duties and responsibilities, for informal group standards, supervisory expectations, and the like.
- 17. Simulation:** Simulation is a technique which duplicates, as nearly as possible, the actual conditions encountered on a job. The vestibule training method or the business game methods are examples of business simulation. Simulation techniques have been most widely used in the aeronautical industry’s Trainee interest and employee motivation are both high in simulation exercise because the actions of a trainee closely duplicate real job conditions. This training is essential in cases in which actual on-the-job practice might result in a serious inquiry, a costly error, or the destruction of valuable materials or resources. It is for this reason that the technique is a very expensive one.
- 18. Apprenticeship- Training:** For training in crafts, apprenticeship training is the oldest and most commonly used method, especially when proficiency in a job is the result of a relatively long training period of 2 years to 3 years for persons of superior ability and from 4 years to 5 years for other. The field in which apprenticeship training is offered are numerous and range from the job of a draughtsman, a machinist, a printer, a tool-maker, a pattern designer, a mechanic, carpenters, weavers, fitters, jewelers, diesinkers, engravers, and electricians. A major part of training time is spent on-the-job productive work. Each apprentice is given a programmed of assignments according to a pre-determined schedule, which provides for efficient training in trade skills

### **Advantages of On-the-Job Training:**

- It is directly in the context of job
- It is often informal
- It is most effective because it is learning by experience
- It is least expensive
- Trainees are highly motivated

- It is free from artificial classroom situations

### **Disadvantages of On-the-Job Training:**

- Trainer may not be experienced enough to train or he may not be so inclined.
- It is not systematically organized
- Poorly conducted programs may create safety hazards.

### **TECHNOLOGY'S INFLUENCE ON TRAINING AND LEARNING**

New technologies have made it possible to reduce the costs associated with delivering training to employees, to increase the effectiveness of the learning environment, and to help training contribute to business goals. New training delivery and instructional methods include online learning (also called e-learning), distance learning, simulations, virtual reality, expert systems, electronic support systems, and learning management systems. New technologies have influenced the delivery of training, training administration, and training support.

Technology has made several benefits possible:

- Employees can gain control over when and where they receive training.
- Employees can access knowledge and expert systems on an as-needed basis.
- Through the use of avatars, virtual reality, and simulations, the learning environment can look, feel, and sound just like the work environment.
- Employees can choose the type of media (print, sound, video) they want to use in a training program.
- Course enrollment, testing, and training records can be handled electronically, reducing the paperwork and time needed for administrative activities.
- Employees' accomplishments during training can be monitored.
- Traditional training methods such as classroom instruction and behavior modeling can be delivered to trainees rather than requiring them to come to a central training location.

Technology and Collaboration Technology allows digital collaboration to occur. Digital collaboration is the use of technology to enhance and extend employees' abilities to work together regardless of their geographic proximity. Digital collaboration includes electronic messaging systems, electronic meeting systems, online communities of learning organized by subject where employees can access interactive discussion areas and share training content and Web links, and document-handling systems with collaboration technologies that allow interpersonal interaction.

Digital collaboration requires a computer, but collaborative applications for handheld devices and personal digital assistants are becoming available that will allow employees to collaborate anytime or anywhere. Digital collaboration can be synchronous or asynchronous. In synchronous communication, trainers, experts, and learners interact with each other live and in

real time the same way they would in face-to-face classroom instruction. Technologies such as video conferencing and live online courses (virtual classrooms) make synchronous communication possible. Asynchronous communication refers to non-real-time interactions. That is, persons are not online and cannot communicate with each other without a time delay, but learners can still access information resources when they desire them. E-mail, self-paced courses on the Web or on CD-ROM, discussion groups, and virtual libraries allow asynchronous communication.

## **TECHNOLOGY AND LEARNING ENVIRONMENT**

The Internet is primarily responsible for creating our revolution in learning. Internet technology has permitted the development of electronic networks that integrate voice, video, and data connections among learners, instructors, and experts. Traditionally, the learning environment included only the instructor or trainer and the learners. The trainer was responsible for delivering content, answering questions, and testing learning. Trainees played a passive role in learning. Communication on course content was one-way: from the instructor to the learner. Experts and resource materials were separate from the learning environment. Contact with resource materials and experts beyond the instructor and course materials assigned for the course required learners to go outside the formal learning environment. Also, learners had to wait to access resource materials and experts until instruction was completed. Interaction among learners occurred primarily outside the training room and tended to be limited to those who worked in the same geographic area. Technology has allowed learning to become a more dynamic process.

The trainer may help design the instruction, but the instruction is primarily delivered to the learners through technology such as online learning, simulations, or iPods. The instructor becomes more of a coach and resource person to answer students' questions and is less involved in delivery of training content. Learning occurs primarily through communicating with other learners, working on virtual team projects, participating in games, listening, exchanging ideas, interacting with experts (engineers, managers, etc.), and discovering ideas and applications using hyperlinks that take the learner to other Web sites. Experts and resource materials may be part of the learning environment. While learners interact with the training content through exercises, applications, and simulations, they can discuss what they are learning with other learners or access experts or resource materials available on the Internet. Training delivery and administration (e.g., tracking learner progress) is all done by the computer.

In the blended learning environment, shown at the bottom of Figure 8.1, trainees have access to a blended training curriculum that consists of both online and classroom instruction. Collaboration can occur between learners, between learners and instructors, and between learners and experts. Although new technologies allow for the creation of a dynamic learning environment, it is important to include collaboration, active learner involvement, and access to other resources in the design and development of the training program. Use of new technology requires building these capabilities into the training program. For example, Web 2.0 refers to user-created social networking features on the Internet, including blogs, wikis, and Twitter.<sup>9</sup> Qualcomm's initiative, Learning 2.0, involves the use of Web 2.0 technologies such as social bookmarking/tagging, blogs, and tools similar to those found on Facebook and YouTube to build relationships between

trainees and between trainees and training content. Technology has enabled training to be delivered to different geographical locations, to accompany trainees whether they are at work or at home (mobile technology), and to be completed online using a personal computer. Many of the training methods discussed in this chapter have these features. For example, online learning, or e-learning, includes instruction and delivery of training using the Internet or Web. Distance learning typically involves videoconferencing and/or computers for delivery of instruction from a trainer to trainees who are not in the same location as the trainer. Mobile technologies allow training to be delivered through iPods, personal data assistants (PDAs), and handheld computers that allow trainees to tune in to training programs at any time or place. Web-based training and e-learning support virtual reality, animation, interactions, communications among trainees and real-time audio and video. As Figure 8.2 shows, there are six levels of technology-based training. The difference between the highest and lowest levels is that at the higher levels, technology methods allow learning to become more job-related and directly meet a business need. For example, employees can access expert systems while they work. The simplest level facilitates communications among trainers and trainees. More complex uses of technology involve the actual delivery of training, and trainees are very actively involved in learning. Sound, automation, and video are used in Web-based training. In addition, trainees are linked to other resources on the Web. They are also required to share information with other trainees and to deposit knowledge and their insights from the training (such as potential applications of the training content) into a database that is accessible to other company employees. At the highest level—electronic performance support systems—employees receive training on an as-needed basis while they perform their jobs.

## **TECHNOLOGY AND MULTIMEDIA**

Technology developments allow the use of a number of different media for training. Multimedia training combines audiovisual training methods with computer-based training. Multimedia training methods include computer-based training, CD-ROM, e-interactive video, the Internet, video, virtual reality, and simulations. Multimedia training integrates text, graphics, animation, video, and audio, and often the trainee can interact with the content.

## **COMPUTER-BASED TRAINING**

Computer-based training (CBT) is an interactive training experience in which the computer provides the learning stimulus, the trainee must respond, and the computer analyzes the responses and provides feedback to the trainee. CBT includes interactive video, CD-ROM, and other systems when they are computer-driven. The most common CBT programs consist of software on a floppy disk that runs on a personal computer. CBT, one of the first new technologies to be used in training, has become more sophisticated with the development of laser disks, DVDs, and CD-ROMs and with increasing use of the Internet. These technologies allow greater use of video and audio than do technologies that rely solely on the computer.

Computer-based training can also involve simulations. For example, during training needs assessment, Bayer Pharmaceuticals discovered that its technical experts needed new skills to manage large projects.<sup>17</sup> These skills related to keeping project managers focused on the task,

managing competing priorities, managing large cross-functional teams, and supervising employees who did not report to them. These skills are important to reduce the time needed to bring research discoveries to the marketplace. To train in these skills, Bayer used a computer-based simulation that requires teams of trainees to manage a large-scale project. The management decisions they make impact their odds of being successful. A computer calculates each team's probability of succeeding. The simulation includes obstacles that can negatively impact a project such as unmotivated employees, absenteeism, and projects being completed late. The simulation also includes online work that trainees complete prior to training. The prework provides trainees with an overview of the steps involved in project management. All trainees complete a self-assessment of their team-related behavior (e.g., conflict resolution). The assessments are used for discussing leader/team-member relationships. After completing the simulation, trainees can access a program Web site that includes a newsletter and tips for project management. Employees who have completed the simulation are demonstrating increased confidence in their ability to manage a project and to handle changing priorities, and they are addressing team issues more quickly.

### **ONLINE LEARNING:**

The Internet, Web-Based Training, E-Learning, and Learning Portals The Internet is a widely used tool for communications, a method for sending and receiving communications quickly and inexpensively, and a way to locate and gather resources such as software and reports. To gain access to the Internet, you need a personal computer with a direct connection via an existing network or a modem to dial into the Internet. Educational institutions, government agencies, and commercial service providers such as Microsoft and America Online provide access to the Internet. Employees can communicate with managers nearby or across the globe, can leave messages or documents, and can gain access to "rooms" designated for conversation on certain topics (the Americans with Disabilities Act, for example). Various newsgroups, bulletin boards, and discussion groups are dedicated to areas of interest. There you can read, post, and respond to messages and articles. Internet sites can have home pages—mailboxes that identify the person or company and contain text, images, sounds, or even video. The World Wide Web (WWW) is a user-friendly service on the Internet. The Web provides browser software (e.g., Microsoft Internet Explorer, Netscape) that enables you to explore the Web. Besides browser software, you also need a search engine (e.g., Yahoo, Google) to find information on topics of your choice. Every home page on the Web has a uniform resource locator (URL), or Web address. The Internet is a valuable source of information on a wide range of topics. The inside of the front cover of this book provides Internet and Web site addresses related to training topics. For example, one manager at Hydro Quebec, a large Canadian utility, used the Internet to research topics related to TQM and business process reengineering. When the company wanted information on diversity and women's issues, the manager logged onto a Cornell University Web site and quickly downloaded two dozen reports on the topic. When the company needed to develop a satisfaction survey, the manager used the Internet to identify similar-sized companies that had conducted comprehensive surveys. Within one day.

Online learning, or e-learning, refers to instruction and delivery of training by computer online through the Internet or the Web. Online learning includes Web-based training, distance learning, and virtual classrooms; it

may involve a CD-ROM. Online learning can include task-based support, simulation-based training, distance learning, and learning portals. There are three important characteristics of online learning. First, online learning involves electronic networks that enable information and instruction to be delivered, shared, and updated instantly. Second, online learning is delivered to the trainee using computers with Internet technology. Third, it focuses on learning solutions that go beyond traditional training by including the delivery of information and tools that improve performance. Internet-based, or Web-based, training refers to training that is delivered on public or private computer networks and displayed by a Web browser.<sup>26</sup> Intranet-based training refers to training that uses the company's own computer network. The training programs are accessible only to the company's employees, not to the general public. Both Internet-based and intranet-based training are stored in a computer and accessed using a computer network. The two types of training use similar technologies. The major difference is that access to the intranet is restricted to a company's employees.

### **Potential Features of Online**

Learning In online learning it is possible to enable learners to interact with the training content and other learners and to decide how they want to learn.<sup>28</sup> Figure 8.3 shows the possible features that can be built into online learning. These features include content, collaboration and sharing, links to resources, learner control, delivery, and administration. It is important to note that not all these features are incorporated into online learning methods. One reason is that certain methods make it difficult to incorporate some of these features. For example, as you will see later in the chapter, distance learning that involves teleconferencing may limit the amount of collaboration between trainees and the instructor. Also, in distance learning, trainees do not have control over the content, practice, and speed of learning. Another reason why a feature may not be incorporated is that the designers may have chosen not to include it. Although e-learning can include all the features to facilitate learning that are shown in Figure 8.3, it may fall short of its potential because, for example, program developers do not include opportunities for trainees to collaborate. As Figure 8.3 shows, not only can online learning provide the trainee with content, but it also can give learners the ability to control what they learn, the speed at which they progress through the program, how much they practice, and even when they learn. In addition, online learning can allow learners to collaborate or interact with other trainees and experts and can provide links to other learning resources such as reference materials, company Web sites, and other training programs. Text, video, graphics, and sound can be used to present course content. Online learning may also include various aspects of training administration such as course enrollment, testing and evaluating trainees, and monitoring of trainees' learning progress.

**Advantages of Online Learning** The possible features that can be built into online learning give it potential advantages over other training methods. The advantages of e-learning are shown in E-learning initiatives are designed to contribute to a company's strategic business objectives.<sup>29</sup> E-learning supports company initiatives such as expanding the number of customers, initiating new ways to carry out business such as e-business, and speeding the development of new products or services. E-learning may involve a larger audience than traditional training programs that focus on employees. E-learning may involve partners, suppliers, vendors, and potential customers. For example, Lucent Technologies, which designs and delivers communications network

technologies, has devoted significant resources to ensure that customers and business partners have access to e-learning.<sup>30</sup> Training affects customer satisfaction with Lucent's products and solutions. It also influences employees' ability to sell to and service customers. Product training courses that deal with installing, repairing, and operating Lucent equipment are available to customers on the company's Web site. Users can take the courses, register and pay for the classes, and track their progress.

## **OFF JOB TRAINING METHODS**

Off-the-job trainings are usually conducted away from the work situation and therefore is often simulated. Off-the-job training is conducted in a location specifically designated for training. It may be near the workplace or away from work, at a special training center or a resort conducting the training away from the workplace minimize distractions and allows trainees to devote their full attention to the material being taught. However, off-the-job training programs may not provide as much transfer of training to the actual job as do on-the-job programs. Many people equate off-the-job training with the lecture method, but in fact a very wide variety of methods can be used.

### **Off the Job Training Methods**

- 1. Lectures:** under the off the job methods of training, classroom method or lecture method is well-known to train white collar or managerial level employees in the organisation. under this method employees are called to the room like that of classroom to give training by trainer in the form of lectures. This method is effectively used for the purpose of teaching administrative aspects or on management subject to make aware of procedures and to give instructions on particular topic.

This is the classical methods of training. From ancient times, gurus and the sanyasis have used this method to teach their disciples. In this methodology, the trainer delivers lectures on various aspects of a subject that he wants the trainees to learn. He may also lecture about the uses, the merits, and demerits of the subject. A lecture is a method of describing conceptual knowledge. The trainer or the faculty plays the active role, while the trainees play a passive one. The trainees are assumed to be a homogenous group.

A formal lecture helps in the building up of theoretical knowledge which can be used as a base for the participative training sessions and learning of motor or verbal skills. It is direct. The learner learns the material directly from the instructor. Hence, there is less time consumed in search for the knowledge and also less distortion.

- One important advantage of the lecture method is that a relatively large number of people can be instructed at one time. There is no other method that can be used to instruct 50-100, or more, trainees.
- A lecture can deal with more facts, principles, and concepts in a shorter time than it would take to teach the same material in a conference, case study, or other group method.
- If teaching resources are scarce, then the lecture method is the best.

- It can be used for large groups.
- Cost per trainee is low

Lectures (or Class- Room Instruction) are regarded as one of the most simple ways of imparting knowledge to the training, especially when facts, concepts, or principles, attitudes, theories and problem-solving abilities are to be taught. Lectures are formal organized talks by the training specialist, the formal superior or other individual specific topics. The lecture method can be used for very large groups which are to be trainee within a short time, thus reducing the cost per trainee. It can be organized rigorously so that ideas and principles relate properly. Lectures are essential when it is a question of imparting technical or special information of a complex nature. They are usually with discussions, film shows, case studies, roll-playing and demonstration. Audio-visual aids enhance their value, “the lecture method is not dead as some would believe. In the hands of able lecturers, and for certain kinds of purposes and participants, it may turn out to be more interesting and effective than any other methods. In training, the most important uses of lectures include:

- Reducing anxiety about upcoming training programmers or organizational changes by explaining their purposes.
- Introducing a subject and presenting an overview of its scope.
- Presenting basic material that will provide a common background for subsequent activities.
- Illustrating the application of rules, principles', reviewing, clarifying and summarizing.

### **Disadvantages**

The most obvious disadvantage of the method is that there is a minimum of active involvement of the trainees. This, consequently, leads to less motivation. Moreover, the monologue may become dull after some time. Therefore, the lecture method cannot be used to teach skills which may require hands on practice.

- It has a limited value in promoting behavioural or attitudinal changes. It is very difficult to convince anyone by merely talking to them; attitudes change when people convince themselves. Participative methods are better for such purposes.
  - The main disadvantage of the lecture comes from the fact that it is one way communication. Therefore, there is little opportunity to clarify meaning, to check on whether or not the trainees really understand what is being presented.
  - There is little scope for practice, reinforcement, or knowledge of results.
  - It has limited usefulness in teaching employees who cannot grasp verbal presentations
  - Low interest of employees. It is not learning by practice. It is One-way communication.
  - No authentic feedback mechanism. Likely to lead to boredom for employees.
2. **Audio-Visual:** Providing training by way of using Films, Televisions, Video, and Presentations etc. This method of training has been using successfully in education institutions to train their students in subjects to understand and assimilate easily and help

them to remember forever. New companies have come up for providing audio visual material for students in their concern subjects. In the corporate sector, mainly in customer care centres employers are giving training to their employees by using audio visuals material to teach how to receive, talk and behaviour with the customer.

### **Advantages**

- Wide range of realistic examples,
- Quality control possible.

### **Disadvantages**

- One-way communication,
- No feedback mechanism.
- No flexibility for different audience.

### **3. Simulations**

A simulation is a training method that represents a real-life situation, with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job. A common example of the use of simulators for training is flight simulators for pilots. Simulations, which allow trainees to see the impact of their decisions in an artificial, risk-free environment, are used to teach production and process skills as well as management and interpersonal skills. Simulators replicate the physical equipment that employees use on the job.

Simulations are also used to develop managerial skills. Looking Glass is a simulation designed to develop both teamwork and individual management skills. In this program, participants are assigned different roles in a glass company. On the basis of memos and correspondence, each participant interacts with other members of the management team over the course of six hours. The simulation records and evaluates participants' behavior and interactions in solving the problems described in correspondence. At the conclusion of the simulation, participants are given feedback regarding their performance. A key aspect of simulators is the degree to which they are similar to the equipment and situations that the trainee will encounter on the job. Simulators need to have elements identical to those found in the work environment. The simulator needs to respond exactly like the equipment would under the conditions and response given by the trainee.

Simulation Method of training is most famous and core among all of the job training methods. in the simulation training method, trainee will be trained on the especially designed equipment or machine seems to be really used in the field or job. But, those equipment or machines are specifically designed for training a trainees were making them ready to handle them in the real field or job. This method of planning is mostly used where very expensive machinery or equipment used for performing Job or to handle that job.

Example:- The simulation method has been using widely for the purpose of training aeroplane pilots on aeroplane simulator to make them ready to handle an fly aeroplane. Especially in Air

force fighter pilots are getting trained on the jet fighters simulator. because the cost of aeroplane or jet fighter will be very expensive, hence employer may not allow directly to get trained on real equipment to avoid damage to equipment or machine or in sometimes may cause loss of trainee life. To avoid all such risks by the employer giving training on simulator is safe. (normally simulators for the purpose of training would be provided by the manufacturer of original equipment)

#### **4. Case Studies**

A case study is a description about how employees or an organization dealt with a difficult situation. Trainees are required to analyze and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently. A major assumption of the case study approach is that employees are most likely to recall and use knowledge and skills if they learn through a process of discovery. Cases may be especially appropriate for developing higher order intellectual skills such as analysis, synthesis, and evaluation. These skills are often required by managers, physicians, and other professional employees. Cases also help trainees develop the willingness to take risks given uncertain outcomes, based on their analysis of the situation. To use cases effectively, the learning environment must give trainees the opportunity to prepare and discuss their case analyses. Also, face-to-face or electronic communication among trainees must be arranged. Because trainee involvement is critical for the effectiveness of the case method, learners must be willing and able to analyze the case and then communicate and defend their positions.

Case Studies is a written description of an actual situation in the past in same organisation or somewhere else and trainees are supposed to analyze and give their conclusions in writing. This is another excellent method to ensure full and whole hearted participation of employees and generates good interest among them. Case is later discussed by instructor with all the pros and cons of each option. It is an ideal method to promote decision-making abilities within the constraints of limited data.

This method has been introduced by the Harvard Business School and widely used by many of the management institutes in India and abroad. Indian Institute of Management, Ahmadabad and Asian Institute of Management, Manila are the institutes that have adopted and extensively used the case study method. The case study methodology, when utilized, develops the analytical and decision making skills of the participants. The group processes e.g. positive meaningful interactions, two-way communication, give and take policy; mutual adjustments are observed spontaneously during the case study method. The case that is under study could be about a success or a failure of an organization. The study is supported by adequate data and incidents. The case could be prepared on a single event or it may be about interrelated functions of some departments.

Some training experts divided case studies into the following two major headings. 1) Cases which require diagnosis by the trainees.

2) Cases which require solutions to certain problems. Normally the trainees have to diagnose, as well as, provide solutions to the problems.

Some authors classify the cases under the following four types.

- i) The narrative type, which gives the details of the situation and the problems. ii) The story type, which gives the case in a story form.
- ii) Process of Training
- iii) The document type, collected from various files and documents.
- iv) The hybrid type, the mixture of one or two types or all the combination of above mentioned types of cases. While conducting the case study method, observations from the trainees are also posted.

#### **Advantages**

- i) It is a lively and interesting method. It keeps the participant vibrant and encourages participation in the learning process.
- ii) It develops the thinking, analyzing, and problem solving skills of the participants.
- iii) It relieves monotony of listening to continuous faculty lectures. iv) Since cases are made out of real life situations, it helps the participants to solve the problems by applying the learning gained during training
- iv) Relationship building skills are developed, co-operation and understanding is found among the trainees while diagnosing and solving the problems.

#### **Disadvantages**

- It is a time consuming and may be cumbersome at timeLack of provision of adequate data and incidents may dilute the case study method.
- There is a shortage of appropriate cases.
- If the case studies are lengthy, the participants may lose their concentration.
- It requires skill on the part of trainer.

5. **Vestibule Training:** Mostly this method of training will be used to train technical staff, office staff and employees who deal with tools and machines. Employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor by bringing equipments or tools to certain place where training is provided, but not work place. Vestibule training allows employees to get a full feel for doing task without real world pressures. Additionally, it minimizes the problem of transferring learning to the job.

vestibule training is provided to employees when new or advanced equipment or tools introduced to the organisation to do a particular job by using them. For this purpose such equipment is brought to a separate place to give demonstration and train how to use and that handle it by employees safely.

6. **Role Playing:** During a role play, the trainees assume roles and act out situations connected to the learning concepts. It is good for customer service and training. This method is also called 'role-reversal', 'socio-drama' or 'psycho-drama'. Here trainees act out a given role as they would in a stage play. Two or more trainees are assigned roles in a given situation, which is explained to the group. There are no written lines to be said and, naturally, no

rehearsals. The role players have to quickly respond to the situation that is ever changing and to react to it as they would in the real one. It is a method of human interaction which involves realistic behaviour in an imaginary or hypothetical situation. Role playing primarily involves employee-employer relationships, hiring, firing, discussing a grievance problem, conducting a post appraisal interview, disciplining a subordinate, or a salesman making presentation to a customer.

The role play technique is highly participative. Every trainee is involved and absorbed in the session. In this method, some of the trainees assume the role of various characters and enact real life situations, as is done in a drama form. After the acting is over, there is discussion about the roles and functions; strong and weak points; merits and demerits of the situation; commissions and omissions of the characters; applications and criticisms of the roles; causes of the situations; decisions and solutions about the happenings and the final conclusions. The role play technique is based on human interactions, individual and group, behavioural and psychodynamics, communication process, perception differences, imagination, creative abilities and judgment. The role play session should be carefully designed by the trainer. The trainer should not overdo or exaggerate in the role play.

### **Why Role Play?**

- i) To promote understanding about the situation;
- ii) To develop empathy; and iii) Self perception is useful in helping individuals develop the art of interpersonal relationship.

The role play may cover the ordinary issues such as

- a) difference in receiving a trainee warmly with a smile and handshake and in receiving a trainee without such warm gestures;
- b) covering decision making situation, like a business meeting about the short fall in sales involving characters such as a general manager, sales manager, production manager, financial manager, etc.; or
- c) about a sensitive problem regarding persistent tardiness of an employee by a manager.

### **Types of Role Play**

Role play can be broadly classified into three categories.

1. Rehearsed / Structured / Schemed Role Play: without any scripts, the participants are told in advance about what action, attitude and behaviour each character should act out. It is a lively visual aid used to portray varying situations in the work field
2. Unstructured / Spontaneous Role Play: participants are involved in the role play without any brief or preparation. They act out according to their mind, attitudes, and styles. In many situations, the organization or departmental culture in which the trainees work reflects in their speech, gestures, and action. Even the trainers are curious to know about the outcome of this type of role play. It is a democratic type of role play.
3. Controlled and Directed Role Play: The trainer gives directions to the participants of role play along with the script. The characters have no 11 choice or freedom except to act

according to the wishes of the trainers. They have to memorize the script and present it before the audience. It is an effective tool for the trainer to present to the audience what he wants to say and the topics which he wants to cover.

### **Advantages of Role Play**

- i) The trainees have a feel of a real work life situation. The role play bridges the gap between theory and practice.
- ii) Trainees have opportunities to develop skills in communication, interpersonal relationships, decision making, observation, etc., through this methodology.
- iii) Since it is an active methodology, and can be utilized by trainers during a post lunch session when the trainees feel drowsy and dull. This methodology relieves the monotony and dullness of the participants in hearing continuous lectures, or doing continuous practical exercises.
- iv) Spontaneous role play helps the trainees to think and analyze the situation independently and logically.
- v) There are many constructive criticisms and suggestion which serve as an eye opener for other participants and trainers.

### **Disadvantages of Role Play**

The main disadvantage of role play is that it is time consuming and well experienced trainers are needed to conduct role play sessions.

Role-playing is a method was developed by Moreno, a Venetian psychiatrist. He coined the terms “role-playing,” “role-reversal,” “socio-drama,” “psychodrama,” and a variety of specialized terms, with emphasis on learning human relation skills through practice and insight into one’s own behavior and its effect upon other. It has been defined as “a method of human interaction which involves realistic behavior in the imaginary situation.” As Norman Major has pointed out, a “role-playing experience soon demonstrates the gap between ‘thinking’ and ‘doing’”. The idea of role-playing involves action, doing and practice. In role-playing, trainees act out a given role as they would in a stage play. Two or more trainees are assigned parts to play before the rest of the class. These parts do not involve ant memorization of lines or any rehearsals. The role-playing is simply informed of a situation and of the respective roles they have to play. Sometime after the preliminary planning, the situation is acted out by the role-playings. Role-playing primarily involves employee-employer relationship- Hiring, firing, discussing a grievance procedure, conducting a post-appraisal interview or disciplining a subordinate or a salesman making a representation to a customer.

## **7. Programmed Instruction (P.I)**

This methodology helps the trainees to learn on their own and at their own pace. It is an innovative teaching method, introduced in recent years. Programmed learning is a self instructional learning and the course material is prepared or programmed in steps. The subject matter to be learnt is divided into small steps and the order or sequence to be followed by trainees is given. The trainees start learning from simple steps and progress towards more

complex steps / instructions. The program is structured in such a way that the trainees will be able to know the results or correctness of his learning then and there. The answers are provided at the end of each step or programme. When a trainee commits errors, feedback on errors is provided. Each learner is able to work and learn according to his own speed, the programmes are released in the form of books, brochures, audio and video cassette, exercises etc. The people who design the programmes are called as programmers.

Programmed instruction involves a sequence of steps which are often set up through the central panel of an electronic computer as guides in the performance of a desired operation or series of pertaining to the learning or acquisition of some specific skills or general knowledge. A programmed instruction involves breaking information down into meaningful units and then arranging these in a proper way to form a logical and sequential learning programmed or package. In such a programmed, knowledge is imparted with the use of a textbook or a teaching machine. The programmed involves: presenting question, facts or problems to the trainee to utilize the information given', and the trainee instantly receives feedback (and sometime rewards or penalties) on the basis of the accuracy of his answers.

### **Advantages**

- i) This method enables the trainees to learn at their own speed and convenience. They can study the programmes and learn at home. It is a self learning methodology.
- ii) A large number of people can learn through the programmed learning method without any geographical or distance barriers. Large amounts of information can be given in this method.
- iii) The infrastructural facilities such as a well developed faculty, class room, Training Methods and Tools and audio visual aids are not needed.
- iv) This method is highly elastic and flexible. The same programme can be used for many batches of trainees, year after year, and it is easier to introduce modifications in the programmes.
- v) The trainees get the psychological satisfaction due to immediate feedback, self pacing, and individualized learning.

### **Disadvantages**

- i) Writing the programme is tedious, time consuming, and needs greater care, concern, and analysis.
- ii) Learning through this method requires strong motivation on the part of the trainees to learn, but many trainees, especially workers and office goers, may not have enough time and motivation for self learning.
- iii) It is a highly structured routine methodology. Some people may resent directed learning

Programmed Instructions involves two essential elements: (a) a step-by-step series of bits of knowledge, each building upon what has gone before, and (b) a mechanism for presenting the

series and checking on the trainee's knowledge. Questions are asked in proper sequence and indication given promptly whether the answers are correct.

This programme may be carried out with a book, a manual or a teaching machine. It is primarily used for teaching factual knowledge such as Mathematics, Physics, etc.

## **8. Management Games**

With computerized management games, trainees divide into five- or six-person groups, each of which competes with the others in a simulated marketplace. Each group typically must decide, for example,

- how much to spend on advertising.
- how much to produce,
- how much inventory to maintain, and
- how many of which product to produce.

Usually, the game itself compresses a two- or three-year period into days, weeks, or months. As in the real world, each company team usually can't see what decisions (such as to boost advertising) the other firms have made, although these decisions do affect their own sales.

Management games can be effective. People learn best by being involved, and the games can gain such involvement. They help trainees develop their problem-solving skills, as well as to focus attention on planning rather than just putting out fires. The groups also usually elect their own officers and organize themselves. This can develop leadership skills and foster cooperation and teamwork.

- 9. . The Conference Method:** In this method, the participating individuals 'confer' to discuss points of common interest to each other. A conference is basic to most participative group-centered methods of development. It is a formal meeting, conducted in accordance with an organized plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation of the trainees. It lays emphasis on small group discussions. On organized subject matter, and on the active participation of the members involved. Learning is facilitated by building up on the ideas contributed by the conferees

**There are three types of conferences.**

1. In the directed discussion, the trainer guides the discussion; in such a way that the facts, principles or concepts are explained. In the training conference, the instructor gets the group to pool its knowledge and past experience and brings different points of view to bear on the problem. In the seminar conference, answer is bound to a question or a solution to a problem. Seminar or Team Discussion: This is an established method for training.

2. It may be based on a paper prepared by one or more training on a subject selected in consultation with the person in charge of the seminar. It may be a part of a study or related to theoretical studies or practical problems. The trainees read their papers, and this is followed by a critical discussion. The chairman of the seminar summarizes the contents of the papers and the discussion which follow their reading.
3. It may be based on the statement made by the person in charge of the seminar or on a document prepared by an expert, who is invited to participate in the discussion.
4. The person in charge of the seminar distributes in advance the material to be analyzed in the form of required readings. The seminar compares the reactions of trainees, encourages discussion, defines the general trends and guides the participants to certain conclusion.
5. Valuable working material may be provided to the trainees by actual files. The trainees may consult the files and bring these to the seminar where they may study in detail the various aspects, ramification and complexities of a particular job or work or task.

Conferences are suited to executives and senior officers who are dealing with a complex problem which requires contributions from senior officers for a resolution. The issues and the subject matters of the conference are intimated to the delegates and participants well in advance, and they prepare the papers and related materials for the conference. The delegates present the papers and explain the various aspects of the problem. At the end of the conference, suggestions and recommendations are made, based on the deliberations and discussions. All the members in a conference are expected to have more or less equal knowledge. Advantages of conferences This method suits bigger groups and participants benefit from listening to senior speakers. They are induced to think over the problems, issues and solutions. Disadvantages of conferences The disadvantage of this method is that it is less participatory and the trainees are inactive during the programmes. It is difficult to determine whether the trainees learnt anything or not.

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### **Advantages of conferences**

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### **Disadvantages of conferences**

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**10. Sensitivity Training** - Sensitivity training is an experimental approach to training. Sensitivity training is a group training method that uses intensive participation and give immediate feedback for self analysis and change. This training has two advantages- (a) Participants remain involved and enthusiastic. (b) The responsibility for learning experience involved and enthusiastic.

T-Group is one of the methods of sensitivity training is the T-Group. Bethel Maine of USA was the pioneer of the T-Group. It was considered necessary that to experience behavior imparting necessary skills is required for a change in variety of skills and experience like self awareness, interpersonal relationship, team work, group, organizational process and intergroup conflict resolution. T-group is process oriented and not content oriented

**11. Computer Based Training (CBT):** With the worldwide expansion of companies and changing technologies, the demands for knowledge and skilled employees have increased more than ever, which in turn, is putting pressure on human resource department to provide training at lower costs. Many organizations are now implementing CBT as an alternative to classroom-based training to accomplish those goals. Organizations are providing training to employees through Intranet or Internet. Internet is not the method of training but has become the technique of delivering training. The growth of electronic technology has created alternative training delivery systems. Some of the benefits of Computer Based Training are: CBT does not require face-to-face interaction with a human trainer. This method is so varied in its applications that it is difficult to describe in concise terms.

**12. Symposium.** Symposium is a Greek word and it denotes 'a drinking party' or 'a feast'. In earlier times, scholars engaged in philosophical and scientific discussions that were a feast for the intelligent. In a symposium, a particular subject is discussed widely and deeply from the viewpoint of several well-versed authors. The speakers are of approximately equal ability, to avoid one speaker dominating the meeting. The participation of the trainees is more rigorous and learning more thorough. The main advantage of this method is the active thinking and participation by participants. The disadvantage is that a lot of controversy and confusion in thinking may result in futile endeavour.

**13. Orientation Training;** Orientation training is also called induction training. Orientation training is to orient the employee to the new job, organization, superiors, subordinates, customers and colleagues. Organizations conduct 'New-Hire Celebrations', Welcome Celebrations' etc. In order to integrate the new employee with the new social and task group. Normally, HR departments, with, the help of line managers conduct orientation training.

Even though, the employee possesses certain basic skill, organizations supplement these skills through their training programmes. These skill include; Reading and writing , Computing , Speaking and listening , Problem solving ,Managing one self ,Knowing how to learn ,Working as a team member ,Leadership skill

- In order to implement basic skills training successfully respect and consider participant's experiences

- Use task-centered or problem centered approach
- Provide feedback
- Use experienced participants as resource persons.

**14. Discussion Method** This is an intensive participation-oriented methodology. Learning through this methodology is through discussions on a subject. Discussions involve the exchange of ideas between the trainees and trainers and, also, among the trainees themselves. It is a dynamic methodology. There is a possibility of participation by each and every member of the group. The participants who actively participate are trying to contribute to the ongoing discussion which may be an individualized one or a group discussion. Both methods are useful, but group discussions are more systematic and forceful in making the trainees learn more and more. In the discussion method, trainees can assume different roles such as a chairperson, a reporter, etc., and this makes the discussion methods livelier. The participants are encouraged to express and exchange their ideas with others. The learning Training Methods and Tools process is made simple and suits the mature adult minds. The participants bring out their real life and actual experiences during the discussion. These are useful for the other participants and for the trainer, too. The solutions and decisions made after the discussions can be useful in practical life. It should be understood by the trainees that discussion in a training situation is not a debate, a talk, or an argument. It is purpose oriented and focused on a specific topic.

#### **Advantages of the discussion method**

- 1) It is a participation-oriented method and goes very well with the trainees irrespective of their age and designation.
- 2) In discussions, there is an exchange of ideas and experiences among participants. Therefore, synergy takes place and powerful ideas and solutions emerge.
- 3) It is a self-learning methodology, and participants need not depend solely upon the trainers for learning. The learning is spontaneous and almost automatic.
- 4) The trainees get on-the-spot feedback from the co-trainees about their opinions and experiences.

#### **Disadvantages**

- 1) It is time consuming because, sometimes, everyone wants to add to the discussion.
- 2) Often, the discussions are side tracked from the main objective.
- 3) Some trainees may dominate the discussion, while others are silent throughout a discussion.
- 4) The outcome and decisions of discussions may be controversial and there are no solutions even after prolonged individual or group discussions.

**15. Syndicate Method.** It is a widely known and popular method applicable to all groups of trainees, especially in giving training to supervisors, managers, and executives. In this method,

the trainees are divided into sub groups, called as syndicates and each syndicate has to work on various subjects. The syndicates discuss the issues related to the subject and prepare a report. A syndicate can be formed for any topic. The topic could be one that involves all the departments in an organization, and the members of the syndicate are selected from a cross-section of organizations. The syndicate has to complete the task assigned within a specified date and time. The nominations of office bearers of these syndicates are by rotation, and so, everyone gets a chance. In some cases, resource persons and facilitators are appointed to keep in touch with the group and to motivate them to achieve the 8 Process of Training assigned task. Expert lectures and guidance are arranged from external resources wherever necessary. A trainer provides each syndicate with a carefully prepared document stating the issues and problems to be discussed by the syndicate. This is the base paper for the discussion. The papers prepared by the syndicates are circulated among all the syndicates for evaluation, critical remarks and suggestions. Towards the end of the session, each syndicate presents their paper in a final form and this is followed by elaborate discussions with the groups. The chairperson of each syndicate presents the paper, and the other syndicate members answer the queries and doubts of the other trainees in the group.

### **Advantages of the syndicate method**

- 1) All the participants are actively involved in the syndicate sessions.
- 2) It cultivates leadership qualities since the leadership roles – president, secretary, etc. - are filled by rotation.
- 3) It is a self learning and development process because each of the syndicate members comes out with his knowledge, experiences, and skills.
- 4) Generally, the issue is discussed in detail and the trainees look at the problem from many angles – production, marketing, finance, personnel, etc.
- 5) The syndicates are formed for certain definite purpose. The group's cohesiveness is enhanced along with competitiveness and conflicting interests. The existence of the syndicate is for some fixed duration and there is consistent interaction and understanding between trainees.

### **Disadvantages of the syndicate method**

- 1) If the syndicate consists of members with wider interests and views, there may be disagreements on the issue till the end.
- 2) The syndicates should be carefully structured by the trainer. Hurriedly structured syndicates do not contribute anything.
- 3) There is no guarantee that every member of a syndicate will participate in the process of learning. The participation of members may be lopsided.

## **16. Seminars**

Seminars are short term training programmes arranged for a few days – a day or two or maximum three days. Seminars are convened to have in-depth discussion on a subject from various viewpoints. In seminars, there are presentations of papers by various authors followed by

discussions, questions, and answers. Trainees participate in discussions that broaden their knowledge and outlook. At the end of the session, the participants can come out with recommendations.

### **Advantages of seminars**

- 1) This method helps participants to obtain the views, opinions, research finding, etc. of the experts through the papers presented by them. The method is faster than gathering knowledge by reading books and holding discussions.
- 2) Some seminars are forceful and thought provoking. They enable the Training Methods and Tools participants to see different points of view, attitudes, and opinions.
- 3) In seminars, the trainees are given the opportunity to listen to experts from different fields who share their views on specific issues.

### **Disadvantages of seminars**

- 1) If the audience for the seminar is too big, Individual attention, as in training situations, is not possible.
- 2) Many seminars have just become rituals without anyone giving much thought to the issues. As a result, no purpose is achieved by convening seminars. Interactions between participants are very limited.

**17. Demonstration.** The demonstration step gives trainees the opportunity to see and hear the details related to the skill being taught. Those details include the necessary background knowledge, the steps or procedure, the nomenclature, and the safety precautions. The repetition step helps the average and slow learners and gives the trainees an additional opportunity to see and hear the skill being taught. The performance step gives all trainees the opportunity to become proficient. In short, this method is recommended because it leaves nothing to chance. This method is a visual display of how something works or how to do something. As an example, trainer shows the trainees how to perform or how to do the tasks of the job. In order to be more effective, demonstration method should be accompanied by the discussion or lecture method To carry out an effective demonstration, a trainer first prepares the lesson plan by breaking the task to be performed into smaller modules, easily learned parts. Then, the trainer sequentially organizes those modules and prepares an explanation for why that part is required.

Good Demonstrators

- Analyze the process, breaking it into small sequential steps
- Have all their materials in place
- Check the operation of all equipment just before they start the demonstration
- Position, or scale, their models so all learners can see all the parts all the time
- Explain the goals of the demonstration at the beginning, hopefully in a two-way discussion with learners

- Present the operation one step at time, based on the task analysis completed earlier
- Allow the earliest possible try-out of the demonstrated skill ➤ Reinforce everything learners do correctly in their try-
  - The difference between the lecture method and the demonstration method is the level of involvement of the trainee. In the lecture method, the more the trainee is involved, the more learning will occur. The financial costs that occur in the demonstration method are as follows:
    - Cost of training facility for the program
    - Cost of materials that facilitate training
    - Food, travel, lodging for the trainees and the trainers
    - Compensation of time spent in training to trainers and trainees
    - Cost related to creating content, material
    - Cost related to the organization of the training
- After completing the demonstration the trainer provide feedback, both positive and or negative, give the trainee the opportunity to do the task and describe what he is doing and why.

### **Advantages of Demonstrations**

- People are likely to remember what they have learnt, because they are ‘learning by doing’.
- People can test out new methods and products and ask questions there and then to get immediate answers.
- Demonstrations are convincing because they can take place in the real situation (e.g. the home or farm of community members).
- The local language can be used, and literacy is not required.
- Demonstrations are liked by people who are not comfortable in formal training institution

### **Advantages of Off-the-Job Training**

- Trainers are usually experienced enough to train
- It is systematically organized
- Efficiently created programs may add lot of value

### **Disadvantages of Off-the-Job Training:**

- It is not directly in the context of job
- It is often formal
- It may not be based on experience.

- It is expensive.
- Trainees may not be much motivated
- It is artificial in nature.

## **GROUP BUILDING METHODS**

Group building methods are training methods designed to improve team or group effectiveness. Training is directed at improving the trainees' skills as well as team effectiveness. In group building methods, trainees share ideas and experiences, build group identity, understand the dynamics of interpersonal relationships, and get to know their own strengths and weaknesses and those of their co-workers. Group techniques focus on helping teams increase their skills for effective teamwork. A number of training techniques are available to improve work group or team performance, to establish a new team, or to improve interactions among different teams. All involve examination of feelings, perceptions, and beliefs about the functioning of the team; discussion; and development of plans to apply what was learned in training to the team's performance in the work setting. Group building methods include adventure learning, team training, and action learning. Group building methods often involve experiential learning.

**Experiential learning** training programs have four stages: (1) gain conceptual knowledge and theory; (2) take part in a behavioral simulation; (3) analyze the activity; and (4) connect the theory and activity with on-the-job or real-life situations. For experiential training programs to be successful, several guidelines should be followed. The program needs to tie in to a specific business problem. The trainees need to be moved outside their personal comfort zones but within limits so as not to reduce trainee motivation or ability to understand the purpose of the program. Multiple learning modes should be used, including audio, visual, and kinesthetic. When preparing activities for an experiential training program, trainers should ask trainees for input on the program goals. Clear expectations about the purpose, expected outcomes, and trainees' role in the program are important. Finally, the training program needs to be evaluated. Training programs that include experiential learning should be linked to changes in employee attitudes, behaviors, and other business results. If training programs that involve experiential learning do not follow these guidelines, they may be questioned.

### **Adventure Learning**

Adventure learning focuses on the development of teamwork and leadership skills through structured activities. Adventure learning includes wilderness training, outdoor training, drum circles, and even cooking classes. Adventure learning appears to be best suited for developing skills related to group effectiveness such as self-awareness, problem solving, conflict management, and risk taking. Adventure learning may involve strenuous, challenging physical activities such as dogsledding or mountain climbing. Adventure learning can also use structured individual and group outdoor activities such as wall climbing, rope courses, trust falls, ladder climbing, and traveling from one tower to another using a device attached to a wire that connects the two towers. Adventure learning can also include demanding activities that require coordination but place less of a physical strain on team members.

For adventure learning programs to be successful, exercises should relate to the types of skills that participants are expected to develop. Also, after the exercises a skilled facilitator should lead a discussion about what happened in the exercise, what was learned, how events in the exercise relate to the job situation, and how to set goals and apply what was learned on the job.<sup>59</sup> Trust falls require each trainee to stand on a platform five to six feet above the ground and fall backward into the arms of fellow group members. If trainees are reluctant to fall, this suggests they don't trust the team members. After completing the trust fall, the facilitator may question trainees to identify sources of their anxiety and to relate this anxiety to specific workplace incidents (e.g., a project delegated to a peer was not completed on time, resulting in distrust of the peer).

The physical demands of some types of adventure learning and the requirement that trainees often touch each other in the exercises may increase a company's risk for negligence claims due to personal injury, intentional infliction of emotional distress, and invasion of privacy. Also, the Americans with Disabilities Act raises questions about requiring disabled employees to participate in physically demanding training experiences. Given the physically demanding nature of adventure learning, it is important to consider when to use it instead of another training method. Adventure learning allows trainees to interact interpersonally in a situation not governed by formal business rules. This type of environment may be important for employees to mold themselves into a cohesive work team. Also, adventure learning exercises allow trainees to share a strong emotional experience. Significant emotional experiences can help trainees break difficult behavior patterns and open trainees to change their behaviors. One of the most important characteristics of adventure learning is that the exercises can serve as metaphors for organizational behavior. That is, trainees will behave in the same way in the exercises that they would when working as a team (e.g., developing a product launch plan). As a result, by analyzing behaviors that occur during the exercise, trainees gain insight into ineffective behaviors. Does adventure learning work? Rigorous evaluations of its impact on productivity or performance have not been conducted. However, former participants often report that they gained a greater understanding of themselves and how they interact with co-workers.<sup>61</sup> One key to an adventure learning program's success may be the insistence that whole work groups participate together so that group dynamics that inhibit effectiveness can emerge and be discussed.

### **Team Training**

Team training coordinates the performance of individuals who work together to achieve a common goal. Three components of team performance include knowledge, attitudes, and behavior. The behavioral requirement means that team members must perform actions that allow them to communicate, coordinate, adapt, and complete complex tasks to accomplish their objective. The knowledge component requires team members to have mental models or memory structures that allow them to function effectively in unanticipated or new situations. Team members' beliefs about the task and feelings toward each other relate to the attitude component. Team morale, cohesion, and identity are related to team performance. For example, in the military as well as the private sector (e.g., nuclear power plants, commercial airlines), much

work is performed by crews, groups, or teams. Successful performance depends on coordination of individual activities to make decisions, on team performance, and on readiness to deal with potentially dangerous situations (e.g., an overheating nuclear reactor). Research suggests that teams that are effectively trained develop procedures to identify and resolve errors, coordinate information gathering, and reinforce each other.

Four main elements of the structure of team training (tools, methods, strategies, and team training objectives). Several tools help to define and organize the delivery of team training. These tools also provide the environment (e.g., feedback) needed for learning to occur. These tools work in combination with different training methods to help create instructional strategies. These strategies are a combination of the methods, tools, and content required to perform effectively. The strategies include cross training, coordination training, and team leader training. Cross training has team members understand and practice each other's skills so that members are prepared to step in and take the place of a member who may temporarily or permanently leave the team. Research suggests that most work teams would benefit from providing members with at least enough understanding of teammates' roles to discuss trade-offs of various strategies and behaviors that affect team performance.<sup>65</sup> Coordination training instructs the team in how to share information and decision-making responsibilities to maximize team performance. Coordination training is especially important for commercial aviation or surgical teams who are in charge of monitoring different aspects of equipment and the environment but who must share information to make the most effective decisions regarding patient care or aircraft safety and performance. Team leader training refers to training that the team manager or facilitator receives. This may involve training the manager on how to resolve conflict within the team or helping the team coordinate activities or other team skills. Employees obviously need technical skills that can help the team accomplish its task. But team members also need skills in communication, adaptability, conflict resolution, and other teamwork issues. Team training usually involves multiple methods. For example, a lecture or video may be used to disseminate knowledge regarding communication skills to trainees. Role plays or simulations may be used to give trainees the opportunity to put into practice the communication skills emphasized in the lecture. Regardless of the method chosen, opportunities for practice and feedback need to be included.

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