

## **Getting the Best from Training**

**\* Shanthi satish**  
**\*\* Dr.Mohamed Siddik**

\* Research Scholar, Bharathiar University  
\*\* Principal, RDB College of Arts & Science, Papanasam, Tanjore District

### **Introduction**

Training today is the fastest growing business in the country. In fact of the global competition, it is likely to grow even faster in the next few years; unfortunately much of the training efforts go waste. The reasons for such a waste are many. The most important one is the basic mistake in thinking that the goal of training is training. It is not. The goal of all job related training is to achieve long term improvements in the organisation performance. Therefore, the three important parties organisations, trainers and participants –have to do some serious thinking to bring about improvements in results from training, Now for organisations.

Organisations

Put your best managers in the training department

Organisations make serious mistakes in selecting their training managers. It is wrongly believed that anybody can do a trainer's job. Actually many times some discarded managers are pushed into training departments. They do more harm than good to training systems. Organisations should consider the following while selecting trainers.

Does the candidate practice what he preaches or is he one of those hypocrites, who have visible gaps between what he says and what he does? The latter can never be a good role model. And any trainer who cannot be a good role model. And any trainer who cannot be a good role model can never be an effective trainer?

The time has come when nothing but the best should be posted as trainer in training and HRD departments. Many Organisations have already started doing by rotating their best managers with excellent knowledge of business to training departments for a limited tenure. This assignment is being linked with the career progression of these managers to make it more attractive.

Get your training evaluated periodically by an outside expert.

The trainer today has become a manufacturer of training programmes. He takes in the increasing number of training man days as does a production manager, who takes pride in increasing production figures. He is least bothered about the impact of his training on bringing about improvements in the performance of the organisation. A apocryphal story underscores this point very effectively.

On a request from the King a trainer “agrees “to teach the king's horse to fly within year. To surprise and apprehensive friends, he says “why worry? Within a year many things could happen- The king could die the horse could die or I could die, or who knows the horse may fly. Thus the training programmes are conducted with the pious hope that “the horse may fly”. The hope is that they will have “some” effect. They should get training that they are having the desired impact and the effects of training programmes are truly reflected in the performance of manager participants.

### **Trainer Role**

#### **To Design Training Processes Powerful Enough to Produce Results**

It will help trainers to keep in mind two concepts grounded in the physical sciences. The first is inertia, the tendency to resist change, the second is entropy, the tendency towards chaos, disorder and deterioration. Social systems, like physical systems tend to resist change. They are inclined to stay just as they are, since the people who compose them have vested interest, in the status quo..Social systems, like physical systems also tend to deteriorate over time unless energy is injected into them continuously.

This means that human performance systems will resist efforts to improve them. They'll resist such efforts no matter how rewarding and worthwhile the efforts are understood –intellectually to be.

And even if you achieve some improvements in performance, it will deteriorate over time unless it is constantly re-energised.

Small wonder that most training courses are too weak to combat the forces of the status quo. But inertia can be overcome, entropy can be counteracted and training can be made a more powerful for performance improvement in your organisation. Here are some ideas to get trained.

### **1. Run Management Awareness Programmes**

Most managers are ignorant about training. Trainers have failed to correct the tremendous number of misconception about training that exist throughout our organisation. Management awareness seminars will give trainer the opportunity to explain the need for training and the essential role manager play in the success of training aimed at their subordinate.

### **2. Target Training at Key Results Areas**

Rather than simple reacting to training requests, go out and find areas in your organisation that are ripe for training. Areas likely to offer the greatest payoff for effort expended include purchasing, where considerable money can be saved, departments with high turnover and any part of your organisation where new technology, new procedure or new policies have created significant changes. Develop a cost benefit model to help you select key results areas.

### **3. Adopt a Training “Process” Approach**

A process approach prepares for training with a pre course discussion with their supervisors and perhaps some preparatory exercises to create realistic expectations. It closes the course with an action planning exercise. It follows up the training with action plan reviews, including mere discussion with supervisors. It provides for continuous evaluation. Training must use process approach to build and maintain performance improvement.

### **4. Train Intact Group**

Whenever possible, include “intact” work group in your training course. Unless there is a support system back on the job, deterioration of new skills is very likely. We tend to forget that work is a group activity, not an individual one.

A “threshold” number of employee should be trained in any job or unit in order to provide the support necessary for new skills to be applied on the job. The threshold number depends on many factors that vary from job to job and organisations to organisations. But the point is that, if only few people are doing it the new they probably will revert to doing it the old way before long.

### **5. Get Trainees to Complete end of Course Actions Plans**

Actions plans encourage trainees to make a commitment. Although this technique doesn't ensure that trainees will use what they learn, it does force them to put the commitment in writing. This is bound to increase the likelihood that new skills will be used on the job.

### **6. Use “Multiphase Training”**

By breaking a course into phases you give trainees a chance to try out a new skill on the job before learning other skills. When they return for the next phase of training, let them discuss problems they encounter in applying the skills. This approach builds in a support system among trainees during the difficult early stages of learning and application. Too often, trainers overload learners with a huge number of skills and then expect them to use those skills under high pressure conditions. Multiphase programming allows trainees to learn a little at a time, apply the skills, gain confidence, and receive feedback and support before learning more.

### **7. Follow up after Training**

Follow up may be the most important key to successful training. Performance –improvement efforts cannot be just end when the course ends, there must be continuous effort to upgrade, motivate, support and monitor performance on the job.

Trainers who simply wash their hands of trainees when the course is finished give them a clear message with a clear implication, if the trainer doesn't care who does?

Follow up after training provides much of the additional energy necessary to counteract entropy. Without adequate follow most training efforts are doomed to failure ultimately.

### **Participant Role**

A participant has to fight the forces of status quo and introduce change for bringing about improvement on the job in the organisation. Therefore, he must experiment. He should also try to convert as many people in his work group as possible to the new way of working as taught to him in his training. Behavioural training requires on stand introspection to get the best form the course. The benefits can be derived on a long term basis.

### **Conclusion**

In the changing economic environment, trainers will be under tremendous pressure to show respectable returns on training investments. Unless they do that they will find their departments losing down. Therefore, trainers should become more proactive and exert pressure on organisation and participants to take the best from the training systems.