



NPTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

DR. S. SRINIVASAN

ASSISTANT PROFESSOR, VGSOM, IIT KHARAGPUR

Module : 7

Lecture 31: Training Methods

TRAINING AND DEVELOPMENT

This lecture session will discuss on the introduction to training methods.



Introduction

Training methods pertain to the types of training that can be provided to employees to enhance their existing skills and learn new skills. The skills that they learn can be behavioural, managerial, technical or soft skills.

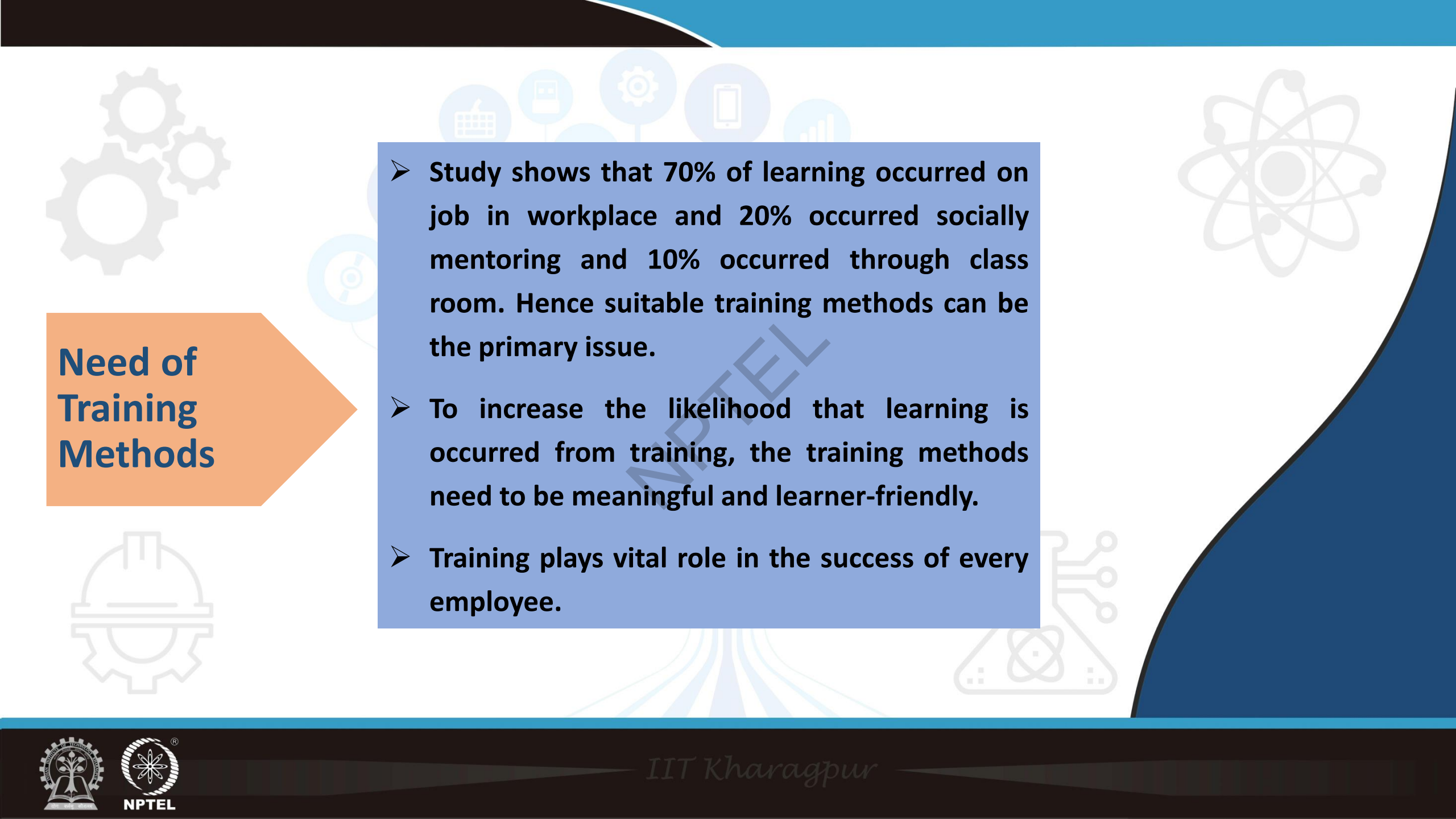
Methods can range from onsite classroom based or outside the office during which employees might or not might check their work. These involve many types of training tools, techniques.

We shall discuss some of the commonly employed methods, tools and techniques.



Need of Training Methods

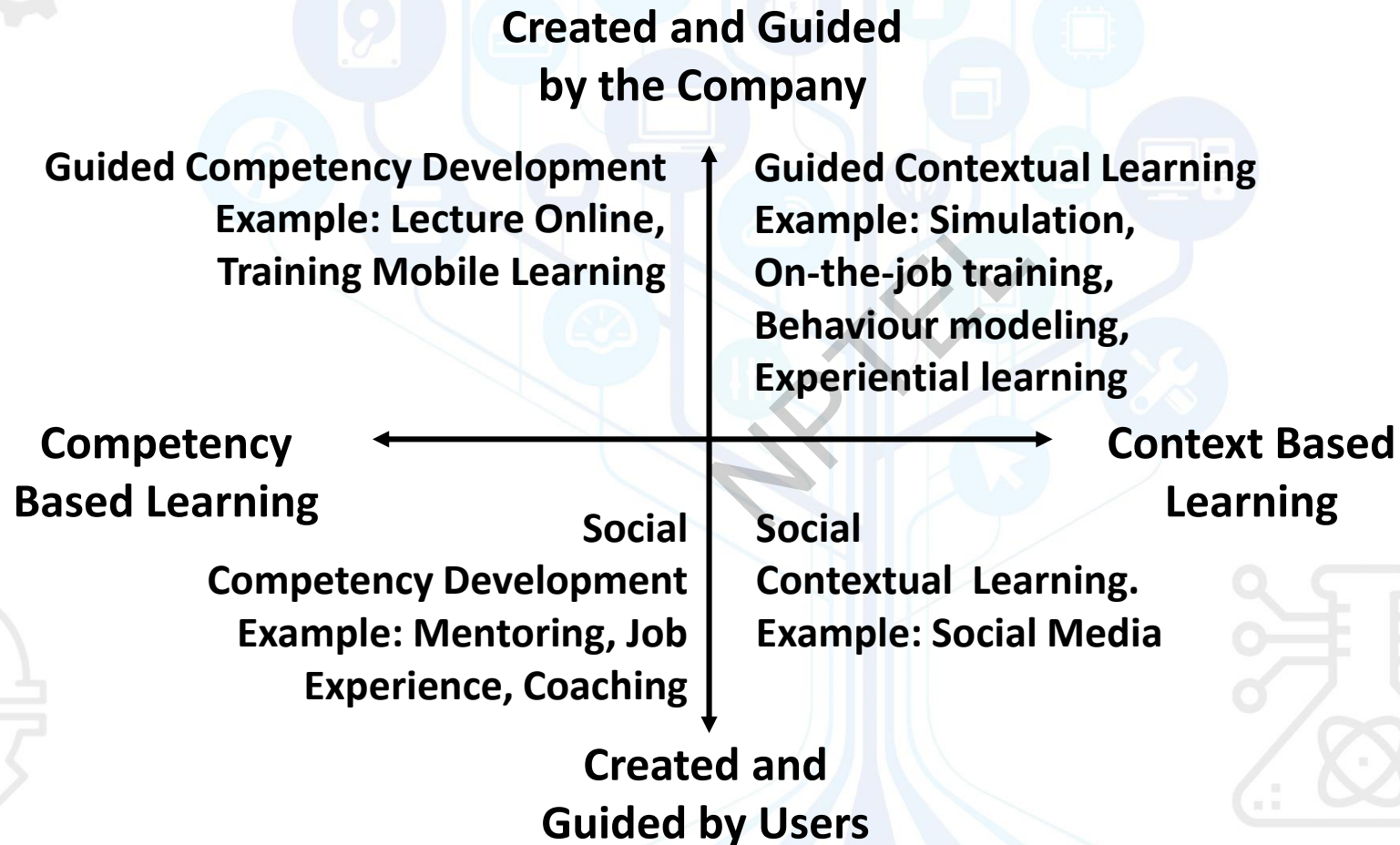
- For any training to be successful it requires the synergy between the trainers and the trainees.
- Learning through practice or the act itself rather than through study material requires suitable methods.
- Training methods test the efficiency of a new performance management
- Training methods include the specific location based ones, technology based and range from classroom to office room as well as to resorts.



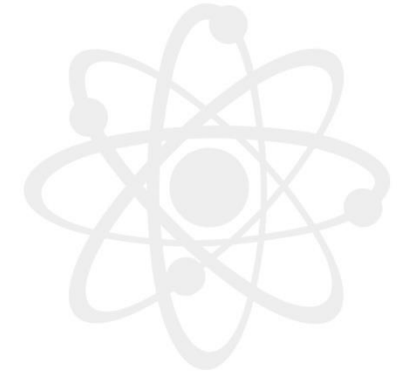
Need of Training Methods

- Study shows that 70% of learning occurred on job in workplace and 20% occurred socially mentoring and 10% occurred through class room. Hence suitable training methods can be the primary issue.
- To increase the likelihood that learning is occurred from training, the training methods need to be meaningful and learner-friendly.
- Training plays vital role in the success of every employee.

Learning System



Learning System



The prepage diagram shows that how and what employees learn with four quadrants varies and influences the types of training methods used.

Guided competency development means the company has defined a broad set of competency or skills for positions or for the entire company.

Guided contextual learning usually the formal training activities designed by the company to achieve specific learning goals.

Social Competency development enhances specific job-related competency through interaction with others.

Social contextual learning is informal and peer-to-peer and it occurs spontaneously on an as needed basis.



Categories of Training and Development for Employees

There are different categories of training that employees can undertake which include:

- Marketing and sales training
- Management training
- On the job training
- In-house training
- Blended training
- Induction training
- Apprenticeship training
- Soft skills training
- Remedial training



Categories of Training and Development for Employees

- **Marketing and sales training**

Employees, especially those in the sales and marketing industries, may be required to go through sales training to sharpen their skills in selling and marketing a company's products and services



Categories of Training and Development for Employees

- **Management training**

Employees can undergo different levels of management training when they are being promoted to managerial or senior-level positions in an organization. This type of training is meant to prepare them for the additional higher responsibilities they will have in the organization

- **On the job training**

When an employee first starts at a company, they may receive on-the-job training that will help them learn what is expected of them as well as the job skills necessary for their new position.



Categories of Training and Development for Employees

- **In-house training**

There are different levels of in-house training for the employees in the companies. One option is to have experienced members in the organization to serve as facilitators, and another is to bring in an external trainer to help teach employees or managers specific skills or abilities.

- **Blended training**

It is enabling training through which employees are encouraged to get involved in training that combines classroom and online learning.



Categories of Training and Development for Employees

- **Induction training**

Induction training means introducing a new batch of employees with the existing employees with an aim to reduce the nervousness of a new comer. It helps the new employees to come up in the organizational environment.

- **Apprenticeship training**

It is helpful to new employees to spend some time under their supervisor. This training helps the employees to know about the work.



Categories of Training and Development for Employees

- **Soft skills training**

Soft skill training includes personality traits, social graces, communication, and personal habits that are used to characterize relationships with employees which helps to calm down and make them control the situations.

- **Remedial training**

This training helps the employees to remove their fair and minimize the mistake that help to produces high-quality products at the cheapest rate.



Selecting the Training Methods

When we will be selecting training methods, there are lots of factors to consider and compare to see which will be the best to meet desired goals. There are issues need to be consider for selecting a training methods. Such as-

- The purpose of training
- The audience/employees
- Learning needs and background
- Options to train
- Time, effort and money to mobilize

Two Approaches of Training

- **Traditional Approach**

Most of organisations used to believe that managers are born and not made. The tradition was that training is very costly affair and not worth.

- **Modern Approach**

Indian organizations have realized that training is now more of retention tool than a cost. Training system has been changed to create a smarter workforce and yield the best results.

Methods of Training

- **Traditional training method**

This type of training is conducted in person and attended in person. In-person training imitates the conventional classroom having a trainer with a room full of learners. Such a method of delivery has been an integral part of corporate training since decades.

- **Technology based training method**

It is a computer-based training methodology that includes web-based, intranet-based, DVD- and CD-based training on any topic

REFERENCES

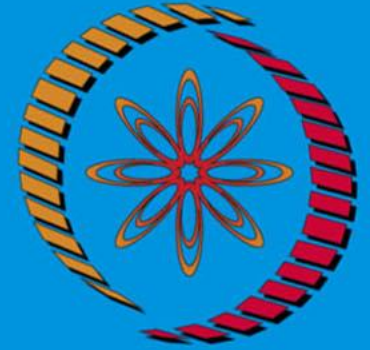
- Aswathappa, K.(2014). Organisational Behaviour, Text, Cases Games. Himalaya Publishing
- Noe, R.A & Kodwani, A.D. (2019). Employee Training and Development, Mc Graw Hill, Chennai.
- Kirkpatrick, D.L. (1996). Evaluating Training Programs, The New World Kirkpatrick Model, <https://www.mindtools.com/pages/article/kirkpatrick.htm>
- Bingham, T., and Corner, M. (2010). The New Social Learning, Alexandria VA: ASTD Press.
- Katz, D., & Kahn, R. L. (1978). The social psychology of organizations. New York: Wiley.
- Gagne, R. (1985). The Conditions of Learning, Fourth Edition. New York: Holt, Rinehart & Winston.
- Merrill, M. D. (2013). First principles of instruction: Identifying and designing effective, efficient and engaging instruction. Hoboken, NJ: Pfeiffer/John Wiley & Sons
- Beeby, J.M., and Rathborn, S. (1983) "Development Training - Using the Outdoors in Management Development" Management Education and Development 14 3, 170-181.



CONCLUSION

This part of lecture session has given clear picture on the what the training method is and why with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of training methods.





**THANK
YOU !**



NPTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

DR. S. SRINIVASAN

ASSISTANT PROFESSOR, VGSOM, IIT KHARAGPUR

Module : 7

Lecture : 32 Presentation Methods

TRAINING AND DEVELOPMENT

This lecture session will discuss on the presentation method of traditional training.



Traditional Training Methods

Traditional training had been the preferred way to train for many decades as it offered a personal connection with the trainer, opportunities to clear doubts in real-time, and provided occasions for socio-emotional learning.

Traditional methods require an instructor or facilitator and involve face to face interaction between trainees.



Traditional Training Methods Involve

Presentation

- Lecture
- Audio-visual

Hands-on

- On the job
- Self-directed
- Apprenticeship
- Simulations
- Case studies
- Business games
- Role play
- Behaviour modeling

Group building

- Adventure learning Team training
- Action learning



Tradition Training: Presentation Method

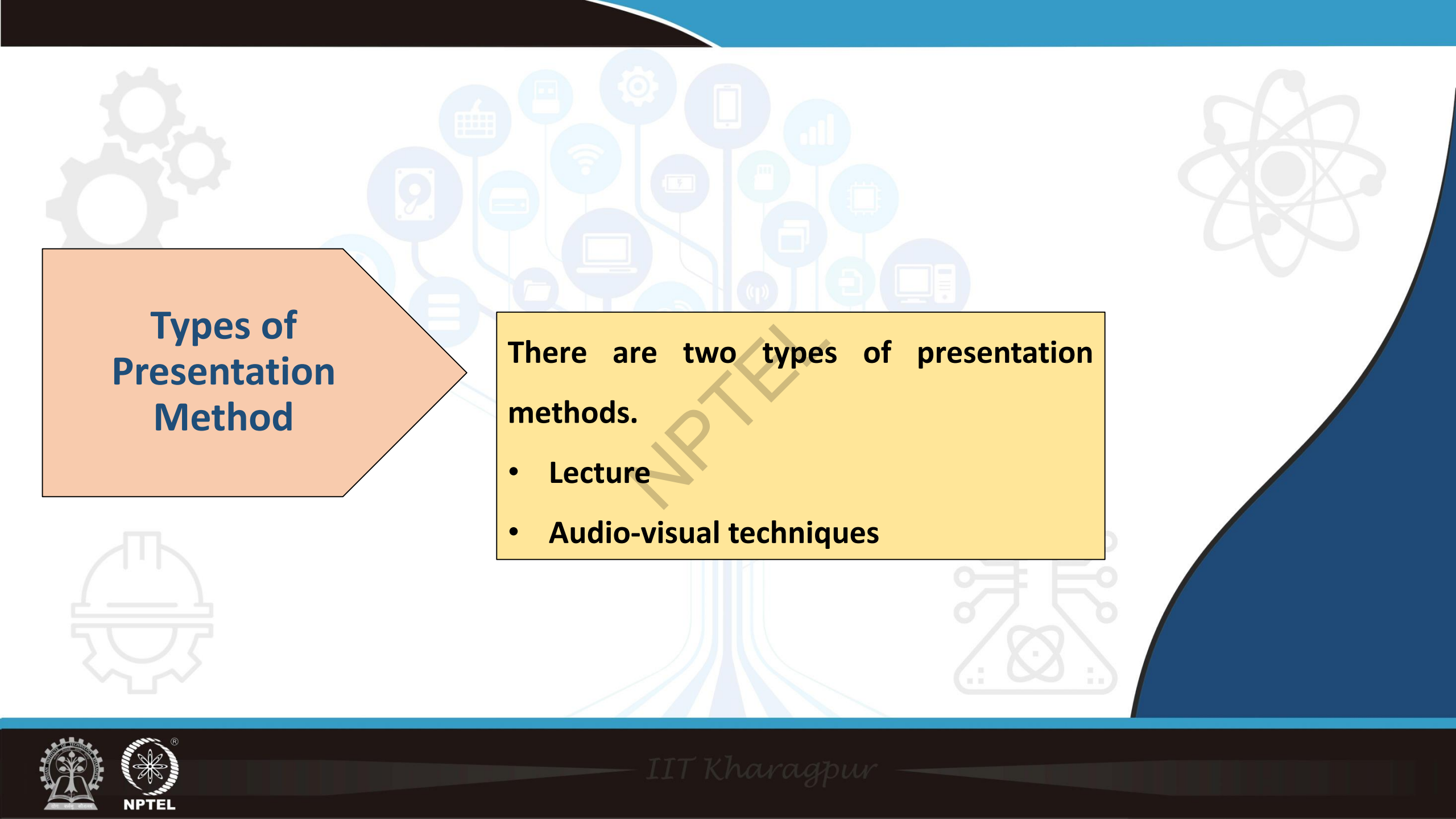
A lecture is delivered to a large number of learners by a trainer or instructor. Presentations follow a similar pattern but are more likely to happen outside formal education for example in the workplace.

Presentations might be shorter and would definitely include visual aids, possibly of a high-tech nature



Presentation Method: Some Considerations

- The human brain has an average attention span, unless the trainer does something to stimulate attention.
- Recall is high when analogy is used
- The brain remembers unusual things very well
- The brain remembers only 10 per cent a year later — when the message is repeated six times, recall rises to 90 per cent.
- The brain prefers colour to black and white



Types of Presentation Method

There are two types of presentation methods.

- Lecture
- Audio-visual techniques

Presentation Method:

Lecture

In this type of presentation method trainers communicate through speech on what they want the trainees to learn.

It is primarily one way from trainer to learners.

Trainer led class-room presentation remains a popular method despite new technology based training is available.

Tips followed for Lecture

Presentation Method:

There are few tips to make lecture useful:

- Making learners a brief about training
- Finding participants' existing knowledge
- Sharing information in organized way
- Relating to learners with subject
- Using plain and simple language
- Exposing positive body language
- Using polite tone to speak

Presentation Method: Variations of Lecture Method

Method	Description
Standard lecture	Trainers talk, use visual aids, white/blackboard, PowerPoint which trainees listen
Team teaching	Two or more trainers present different topics or alternate views of same topics
Guest speakers	A speaker visits for a predetermined time period
Panels	Two or more speakers present and make question-answer with trainees
Trainees presentation	Group of trainees present topics to the class.

Audio-visual Techniques

Presentation Method:

Audiovisual based training techniques include the sensory objects or images which stimulate and reinforce learning. They are -

- VR and films,
- Power Points, LCD Projector
- Video conferencing,
- Audiotapes, and
- Videotapes
- Print media
- Models, maps, pictures
- Hardware & software

These can be very effective and are widely used.

Presentation Method:

Purpose of Audio-visual Techniques

Audiovisual based training techniques have the following purposes.

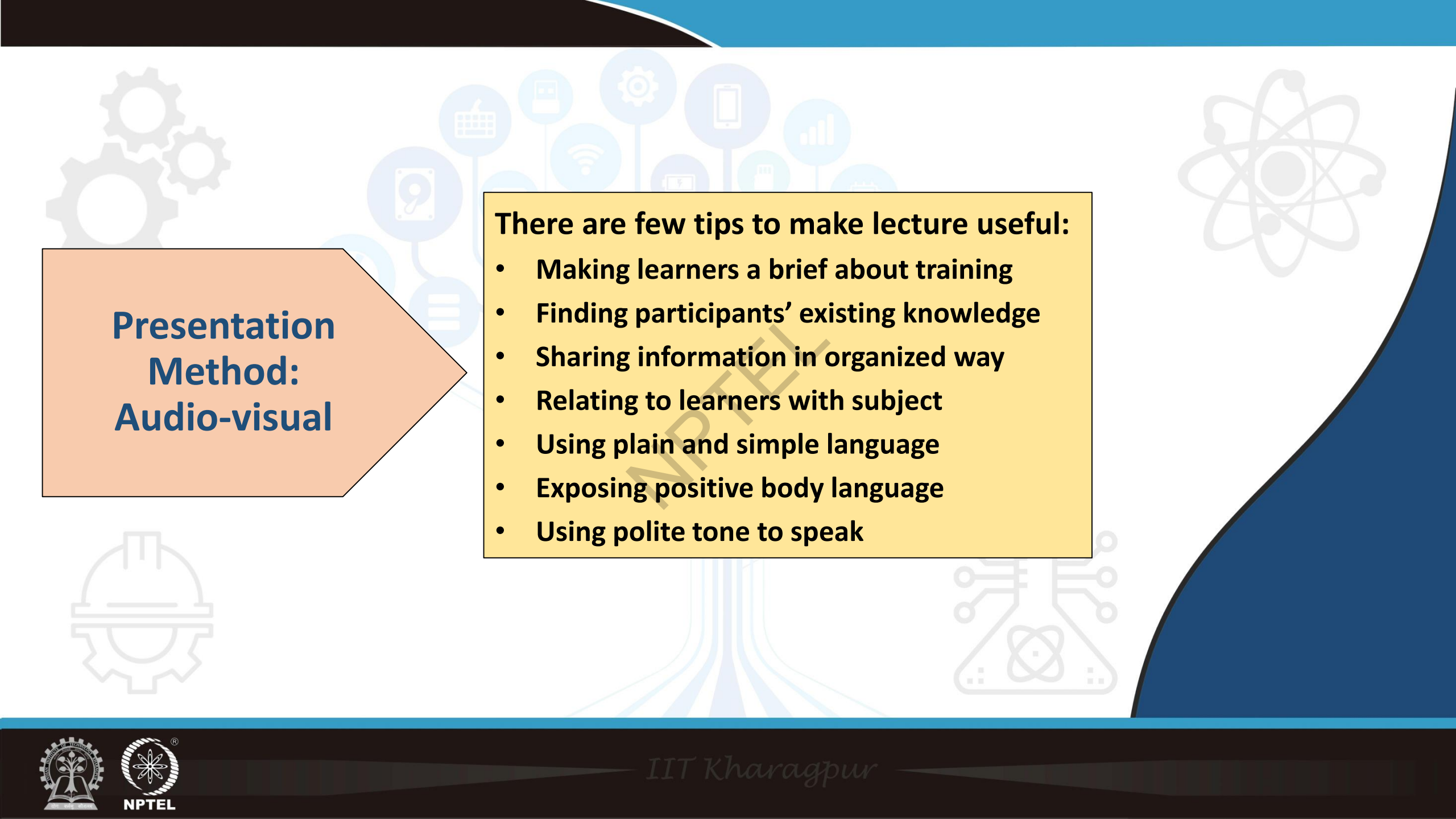
- To make effective teaching-learning process
- To make learners attentive in the class
- To encourage observations
- To involve intimation in objectives
- To create interest in different groups

Advantages of Audio-visual

Presentation Method:

Audiovisual based training techniques have following advantages:

- There are clarity
- Interest of learners are generated while visual aids are there.
- Retention of lessons is longer than verbal
- Best use for dissemination of knowledge
- More attractive and interesting in classroom



Presentation Method: Audio-visual

There are few tips to make lecture useful:

- **Making learners a brief about training**
- **Finding participants' existing knowledge**
- **Sharing information in organized way**
- **Relating to learners with subject**
- **Using plain and simple language**
- **Exposing positive body language**
- **Using polite tone to speak**

Principles of Audio-visual

Presentation Method:

Audiovisual based training techniques maintain some principles such as:-

- It should be meaningful and simple,
- It should be accurate in every aspect
- It should be completely relevant, motivating and interesting
- It grows the accurate image when the trainees see and hear properly.
- It can make available to trainers as permanent tool.

REFERENCES

- Aswathappa, K.(2014). Organisational Behaviour, Text, Cases Games. Himalaya Publishing
- Noe, R.A & Kodwani, A.D. (2019). Employee Training and Development, Mc Graw Hill, Chennai.
- Kirkpatrick, D.L. (1996). Evaluating Training Programs, The New World Kirkpatrick Model, <https://www.mindtools.com/pages/article/kirkpatrick.htm>
- Bingham, T., and Corner, M. (2010). The New Social Learning, Alexandria VA: ASTD Press.
- Katz, D., & Kahn, R. L. (1978). The social psychology of organizations. New York: Wiley.
- Gagne, R. (1985). The Conditions of Learning, Fourth Edition. New York: Holt, Rinehart & Winston.
- Merrill, M. D. (2013). First principles of instruction: Identifying and designing effective, efficient and engaging instruction. Hoboken, NJ: Pfeiffer/John Wiley & Sons
- Beeby, J.M., and Rathborn, S. (1983) "Development Training - Using the Outdoors in Management Development" Management Education and Development 14 3, 170-181.

CONCLUSION

This part of lecture session has given clear picture on presentation methods of traditional training with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of presentation methods.



**THANK
YOU !**



NPTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

DR. S. SRINIVASAN

ASSISTANT PROFESSOR, VGSOM, IIT KHARAGPUR

Module 7:

Lecture 33 : Hands-on-Training Methods

TRAINING AND DEVELOPMENT

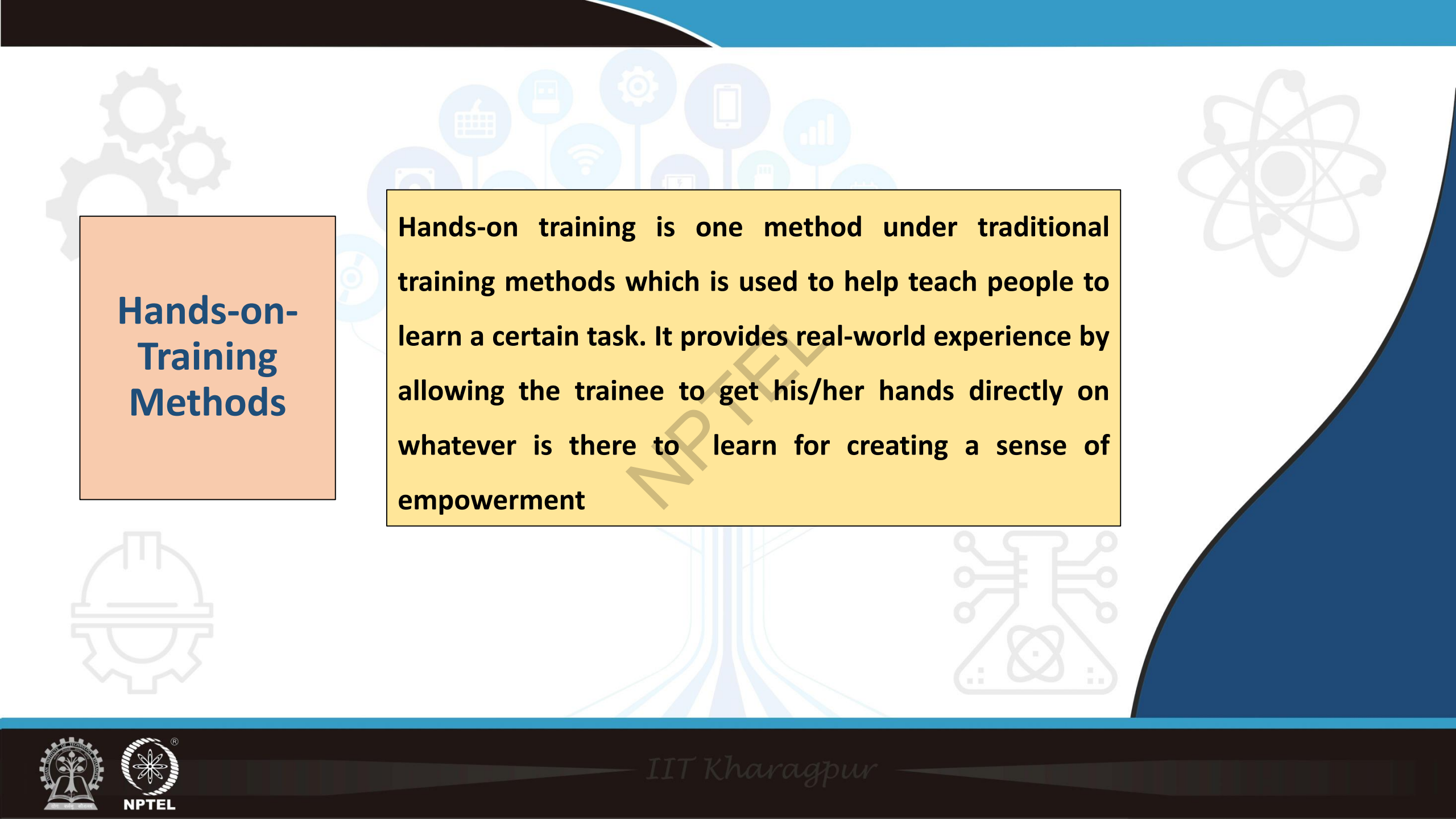
This lecture session will discuss on the hands-on-training methods of traditional training.



Introduction

Hands-on-training methods are those which require trainees to be actively involved. These methods are ideal for developing specific skills, understanding how skills and behaviours can be transferred to the job, experiencing all aspects of completing tasks or dealing with interpersonal issues that arise out of job.





Hands-on- Training Methods

Hands-on training is one method under traditional training methods which is used to help teach people to learn a certain task. It provides real-world experience by allowing the trainee to get his/her hands directly on whatever is there to learn for creating a sense of empowerment

Why Hands-on-Training Methods

- It is an experiential learning which promotes learning better.
- It provides a safe and controlled learning environment
- Makes learner to tackle unfamiliar situations in a real-life context.
- It motivates learners to further learning
- Increases involvement of learners in job performance
- Delivers good return on investment



Various forms of Hands-on-Training Methods

- On the job
- Self-directed
- Apprenticeship
- Simulations
- Case studies
- Business games
- Role play
- Behaviour modeling

Various forms of Hands-on-Training Methods

On-the-job training

It means 'learning while doing'. The trainees learn in the real work environment and gain practical experience dealing with the tasks and challenges during a normal working day.

This is a common method of training for employees performing operative functions.



Various forms of Hands-on-Training Methods

Various forms of On-the-job training

- Induction,
- Apprenticeship,
- Coaching,
- Vestibule,
- Job Rotation,
- Promotions and
- Transfers

Various forms of Hands-on-Training Methods

Self-directed Methods

Self-directed training method is that in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for training, choosing and implementing appropriate strategies, and evaluating the outcomes

Various forms of Hands-on-Training Methods

Stages of Self-directed Methods

- Conducting a job analysis to identify a task.
- Writing trainee-centered learning objectives.
- Developing the contents.
- Breaking up of contents.
- Developing an evaluation package
- Evaluation should be based on the objectives

Various forms of Hands-on-Training Methods

Issues to be considered in Self-directed Methods

- The learning hours contribute to business goals.
- Learning needs have been met up and addressed.
- Employees have measurable learning goals.
- Learning content is effective and up to date
- Learning is organizationally aligned.

Various forms of Hands-on-Training Methods

Apprenticeship Methods

Apprenticeship is a method of training where an employee works under the guidance of a master worker to acquire higher level of skills.

During the training period, the trainee receives salary in the form of stipend, which is lesser than the normal salary he/she may earn after being trained.

Various forms of Hands-on-Training Methods

Features of Apprenticeship Methods

- This training requires a trainee to:**
- Work under guidance of a master worker or mentor.
 - Acquire the specifically designed higher level of skills required to enter the respective trade.
 - Spend prescribed amount or additional time to acquire skills.

Various forms of Hands-on-Training Methods

Simulations Methods

Simulations is a training method which represents a real-life situations with trainees' decisions resulting in outcomes that mirror, what would happen if they were on the job.

These are used to teach production and process skills as well as management and interpersonal skills.

These are interacting with technologies.

Various forms of Hands-on-Training Methods

Examples of Simulations Methods

- Flight simulation in aviation is a part of pilot training.
- Driving is dangerous to people's lives as an out of control driver.
- Simulation based training is used to train medical professional who can not afford to make mistakes; if so, lives are lost.

Various forms of Hands-on-Training Methods

Case Study Methods

- These are the descriptions about how employees or organizations dealt with difficult situation.
- A case study is a story about a situation or event that contains a problem or issue, usually a real situation.

Various forms of Hands-on-Training Methods

Various forms of Case Study Methods

- Illustrative Case Studies or descriptive;
- Exploratory Case Studies
- Critical Instance Case Studies
- Program Implementation Case Studies
- Program Effects Case Studies
- Cumulative Case Studies

Various forms of Hands-on-Training Methods

Stages for Case Study Development

- Identify a story
- Gather information
- Prepare a story outline
- Decide on administrative issues
- Prepare a case materials

Various forms of Hands-on-Training Methods

Business Games

Business Games refers to the training method for managers. This form of training is based on an artificial environment that simulates the real situation in the management of the organization, whether it's planning, decision making, control, communications or management itself

Various forms of Hands-on-Training Methods

Various Forms of Business Games

- Desktop business games (such as Monopoly)
- Computer games (e.g. various turn-based strategies, building games)
- Team learning games (e.g. through team building)

Various forms of Hands-on-Training Methods

Role-Play Methods

Role playing is an active learning technique in which employees act out situations under the guidance of a trainer. In each scenario, employees take on a role and act out the scene as though it were real.

Trainers typically assign each trainee a character, and may give each person a handout about his character and the situation at hand. Trainees must be able to act as they would if they were in the situation.

Various forms of Hands-on-Training Methods

Behaviour Modeling Methods

Behavioural modeling training has become one of the most widely used and well researched psychologically based training interventions

Behavior modeling is widely used for interpersonal skills training and is a common component of many management training programs.

Various forms of Hands-on-Training Methods

Stages of Behaviour Modeling Methods

Behavior modeling typically involved five steps:

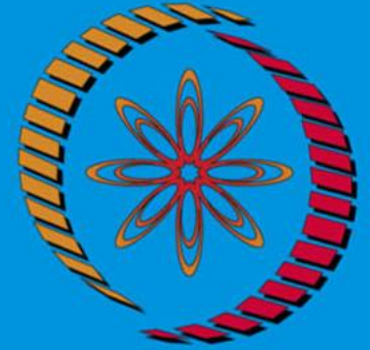
- modeling,
- retention,
- rehearsal,
- feed back, and
- transfer of training

REFERENCES

- Aswathappa, K.(2014). Organisational Behaviour, Text, Cases Games. Himalaya Publishing
- Noe, R.A & Kodwani, A.D. (2019). Employee Training and Development, Mc Graw Hill, Chennai.
- Kirkpatrick, D.L. (1996). Evaluating Training Programs, The New World Kirkpatrick Model, <https://www.mindtools.com/pages/article/kirkpatrick.htm>
- Bingham, T., and Corner, M. (2010). The New Social Learning, Alexandria VA: ASTD Press.
- Katz, D., & Kahn, R. L. (1978). The social psychology of organizations. New York: Wiley.
- Gagne, R. (1985). The Conditions of Learning, Fourth Edition. New York: Holt, Rinehart & Winston.
- Merrill, M. D. (2013). First principles of instruction: Identifying and designing effective, efficient and engaging instruction. Hoboken, NJ: Pfeiffer/John Wiley & Sons
- Beeby, J.M., and Rathborn, S. (1983) "Development Training - Using the Outdoors in Management Development" Management Education and Development 14 3, 170-181.

CONCLUSION

This part of lecture session has given clear picture on the hands-on methods of training and its various forms with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of hands-on training.



**THANK
YOU !**



NPTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

DR. S. SRINIVASAN

ASSISTANT PROFESSOR, VGSOM, IIT KHARAGPUR

Module 7:

Lecture 34 : Group Building Methods

TRAINING AND DEVELOPMENT

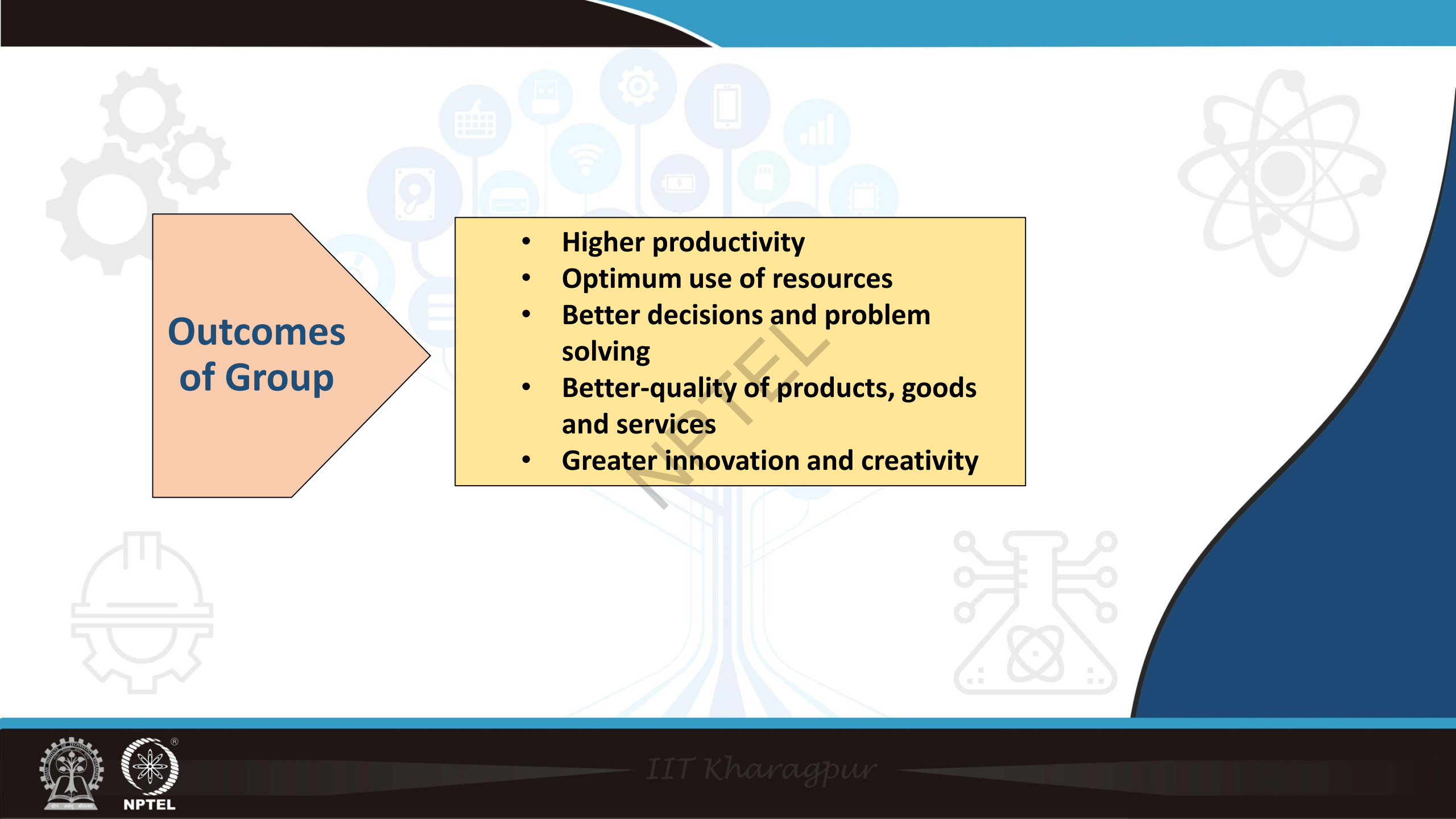
This lecture session will discuss on the Group Building Methods of Training.



What is Group

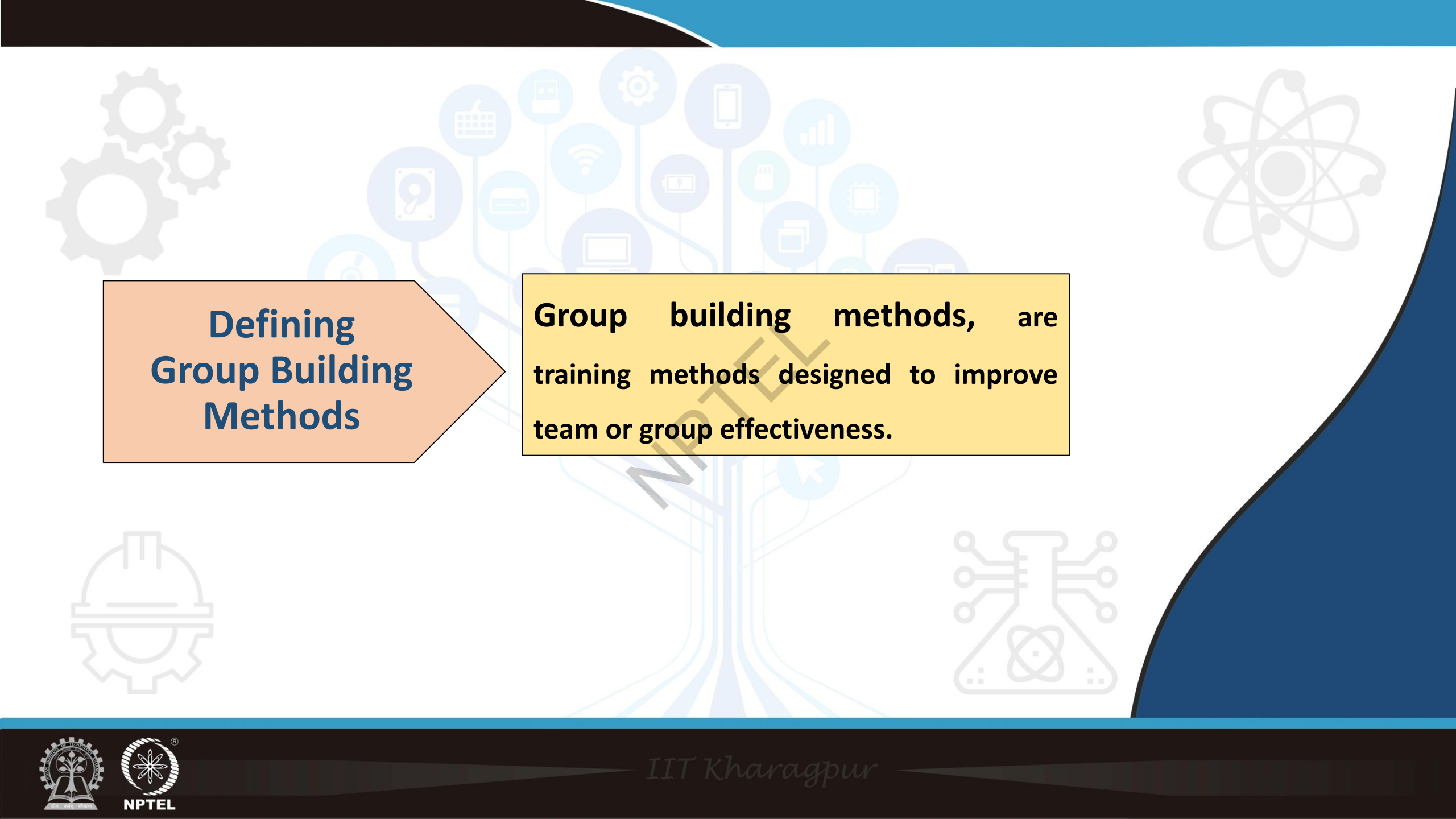
A group is two or more organizational members who are interdependent, share common goals, with specific roles and functions to achieve a common goal. Members can meet face-to-face or be virtual.





Outcomes of Group

- **Higher productivity**
- **Optimum use of resources**
- **Better decisions and problem solving**
- **Better-quality of products, goods and services**
- **Greater innovation and creativity**



Defining Group Building Methods

Group building methods, are training methods designed to improve team or group effectiveness.

What happens in Group Building Methods

In group building methods,

- Trainees share ideas and experiences
- Build group identity
- Understand the dynamics of interpersonal relationship
- Get to know their own strengths and weaknesses.
- Group techniques focus on helping members to enhance their skills for effective teamwork.

Various Stages of Group Building Methods

Group building methods often involve experiential learning which has four stages:

- Gain conceptual knowledge and theory.
- Take part in behavioural simulation
- Analyze the activities
- Connect the theory and activity with on-the-job or real-life situation.

Various forms of Group Building Methods

Various forms of Group Building Methods

- Adventure learning
- Team training
- Action learning



Various forms of Group Building Methods

Adventure Learning

- Focuses on the development of teamwork and leadership skills through structured activities.
- It includes wilderness training, outdoor training, improvisational activities, drum circles, even cooking classes.



Various forms of Group Building Methods

**Adventure
Learning
Suitable for**

It appears to be best suited for skill development related to group effectiveness including

- Self awareness,
- Problem solving,
- Conflict management,
- Risk taking such as – wall climbing, mountain climbing, rope courses, dog sledding, etc.



Various forms of Group Building Methods

**Different
Teams Exist in
Company**

- **Production teams**
- **Service teams**
- **Project teams,**
- **Management teams**
- **Committee**

Various forms of Group Building Methods

Team Training

- This training is designed to improve team effectiveness.
- Involves coordinating the performance of individuals who work together to achieve a common goal.
- Teams that are trained effectively to identify and resolve errors

Various forms of Group Building Methods

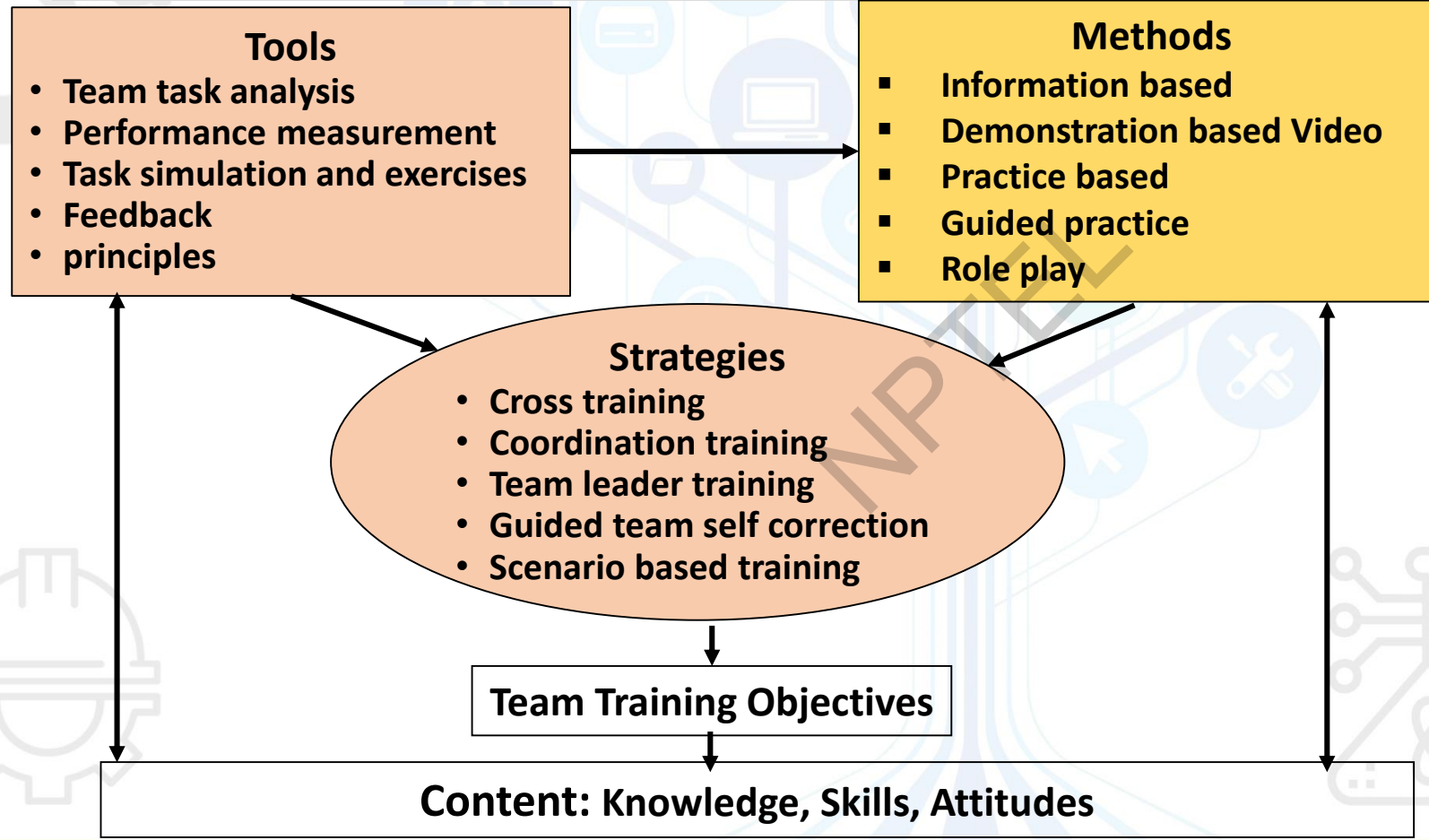
Components of Team Performance

There are three important components of team performance:

- **Knowledge** requires team members to have mental models that allow them function effectively in unknown situation.
- **Attitude** is related to the task and feeling towards each other
- **Behavioural** requirement means that team members must perform actions that allow them to communicate, adapt and complete complex tasks to attain goals.

Various forms of Group Building Methods

Main Elements of the Structure of Team Training



Various forms of Group Building Methods

Action Learning

This learning gives an actual problem to the teams or work groups to work on solving and committing to an action plan and then holding them accountable for carrying out the plan

Various forms of Group Building Methods

Stages in Action Learning

- Identification of sponsor of action learning.
- Identification of problem or issue
- Identification and selection of group who can address the problems
- Identification of coaches who can help
- Presentation of problem to group
- Group discussion of that problem
- Data gathering and analysis
- Group presentation on how to solve
- Self reflection and debriefing

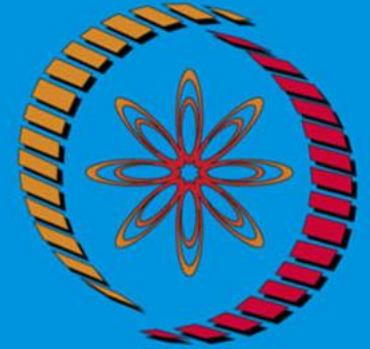
REFERENCES

- Aswathappa, K.(2014). Organisational Behaviour, Text, Cases Games. Himalaya Publishing
- Noe, R.A & Kodwani, A.D. (2019). Employee Training and Development, Mc Graw Hill, Chennai.
- Kirkpatrick, D.L. (1996). Evaluating Training Programs, The New World Kirkpatrick Model, <https://www.mindtools.com/pages/article/kirkpatrick.htm>
- Bingham, T., and Corner, M. (2010). The New Social Learning, Alexandria VA: ASTD Press.
- Katz, D., & Kahn, R. L. (1978). The social psychology of organizations. New York: Wiley.
- Gagne, R. (1985). The Conditions of Learning, Fourth Edition. New York: Holt, Rinehart & Winston.
- Merrill, M. D. (2013). First principles of instruction: Identifying and designing effective, efficient and engaging instruction. Hoboken, NJ: Pfeiffer/John Wiley & Sons
- Beeby, J.M., and Rathborn, S. (1983) "Development Training - Using the Outdoors in Management Development" Management Education and Development 14 3, 170-181.

CONCLUSION

This part of lecture session has given clear picture on the qualities, skills and techniques of leadership which may enhance the level of thinking and perception of learners on all these aspects of leadership development.

Next part of the lecture we will focus on leadership and management. Enjoy learning. Thank you all



**THANK
YOU !**



NPTTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

DR. S. SRINIVASAN

ASSISTANT PROFESSOR, VGSOM, IIT KHARAGPUR

Module 7:

Lecture 35 : Implication of Traditional Training Methods

TRAINING AND DEVELOPMENT

This lecture session will discuss on various issues relating to the impact of traditional training methods.

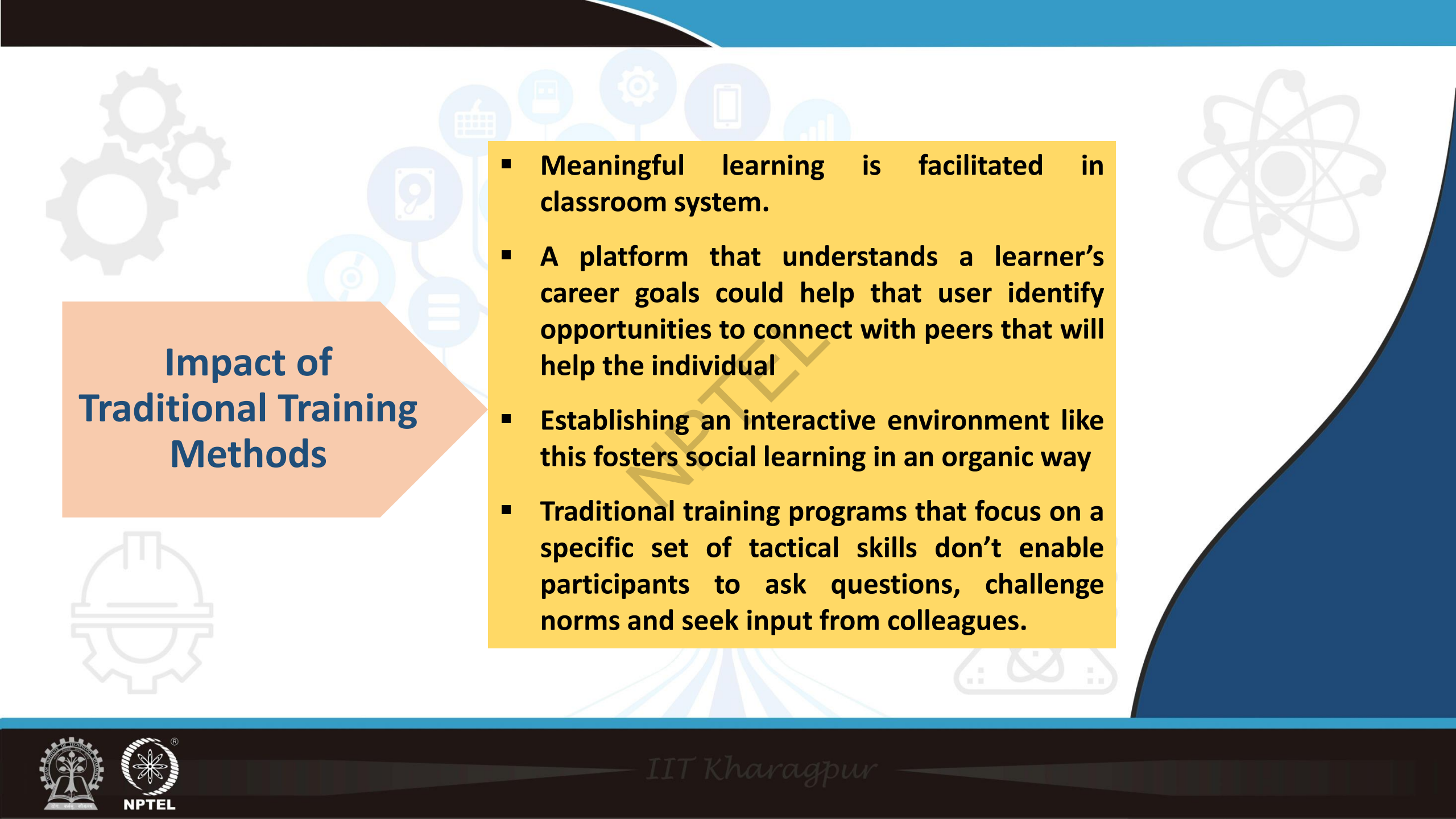


Introduction

In the last few years, organisations are recognizing the relevance of training and development of their employees. The old-school organizations considered traditional training a time consuming and costly affairs.

The traditional training methods and a strategy to train the entire work force regardless of their knowledge, skills and positions in the organizations are now being shifted. Hence, the impact of traditional approach may be a concern for all of us.





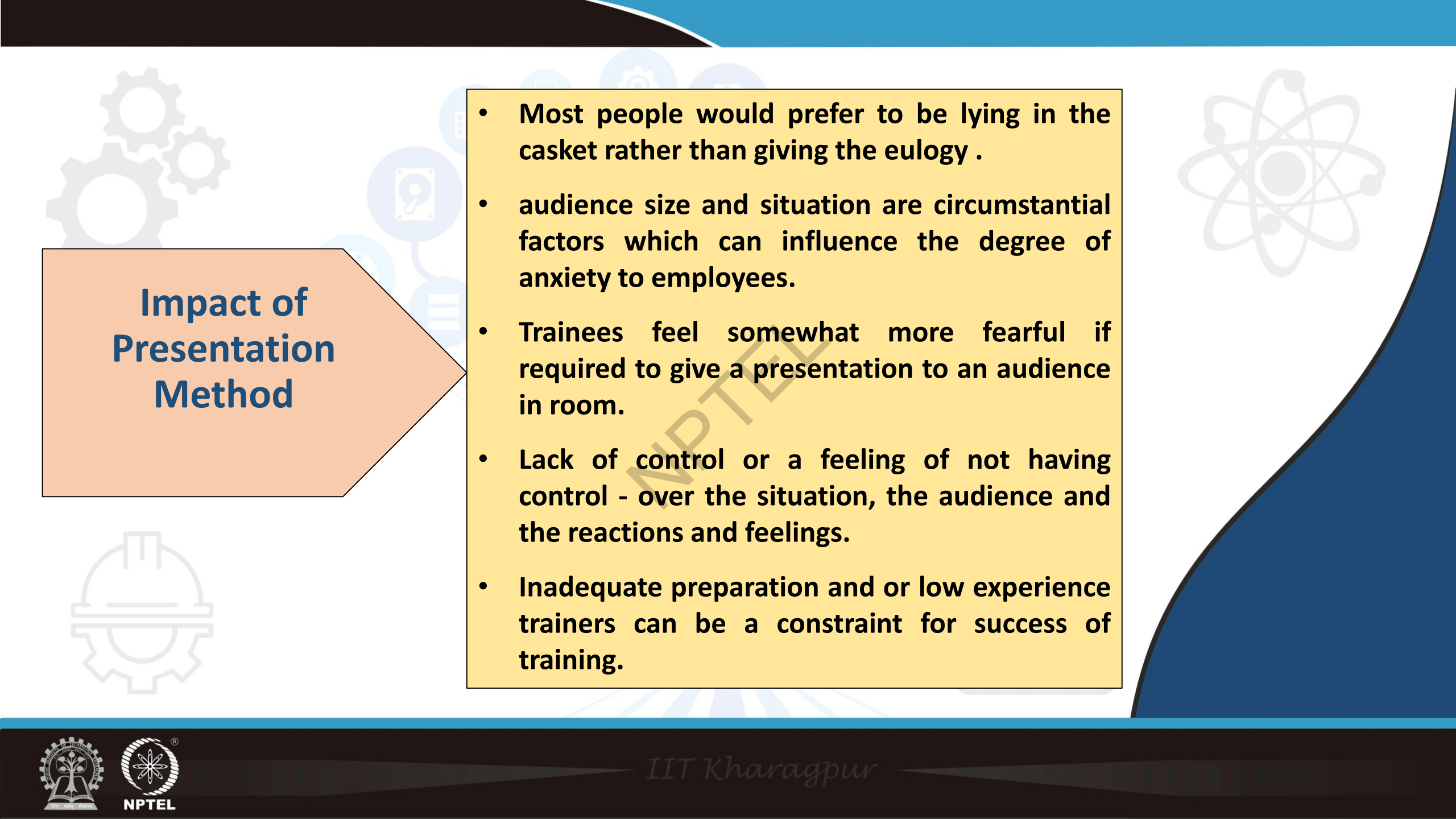
Impact of Traditional Training Methods

- Meaningful learning is facilitated in classroom system.
- A platform that understands a learner's career goals could help that user identify opportunities to connect with peers that will help the individual
- Establishing an interactive environment like this fosters social learning in an organic way
- Traditional training programs that focus on a specific set of tactical skills don't enable participants to ask questions, challenge norms and seek input from colleagues.



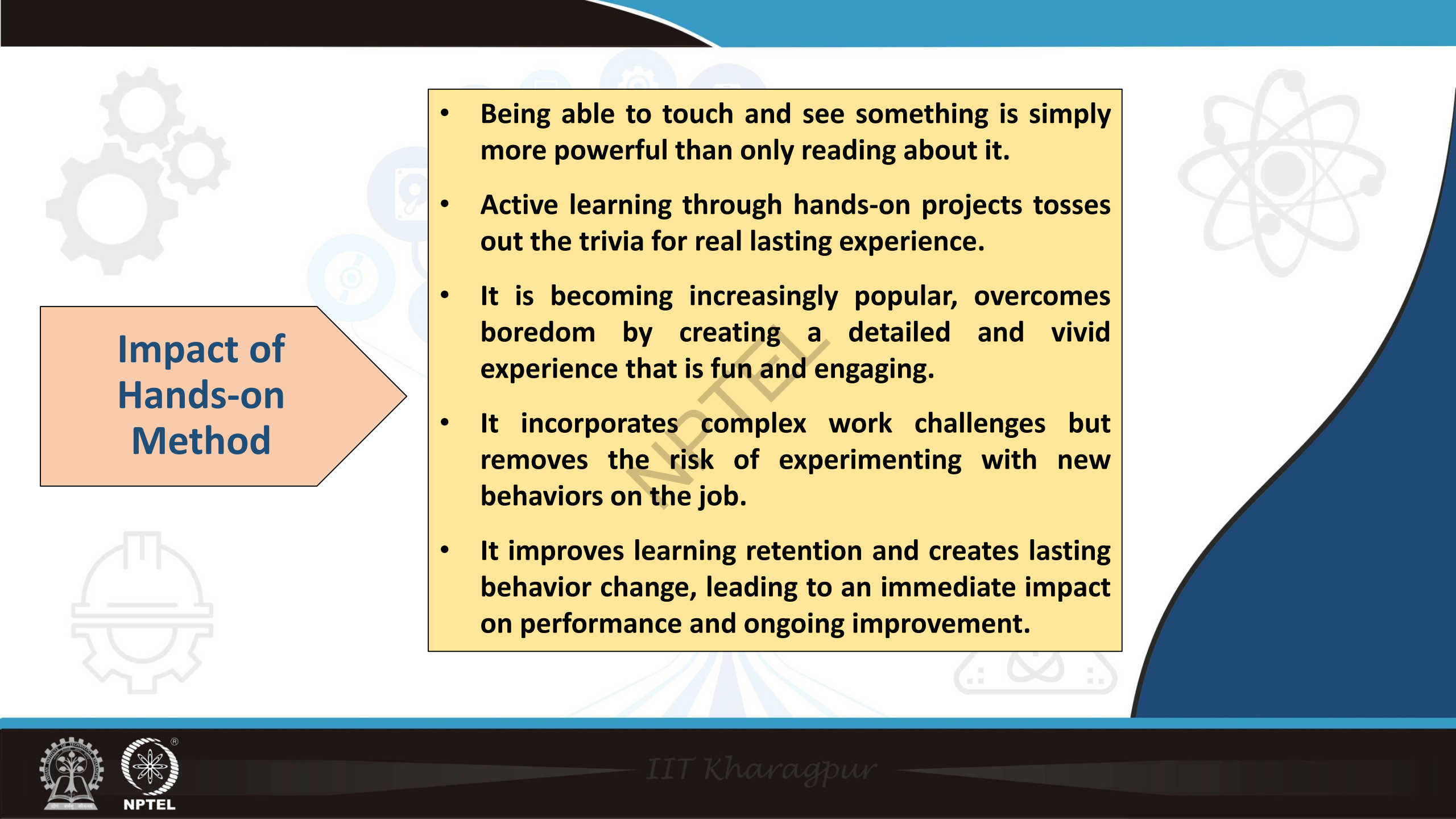
Impact of Traditional Training Methods

- Traditional training places in an one-way communication style but the trainers must adopt an open active role.
- Re-skilling of employees is the need because the future job pattern will be different. It is possible only by technology based training.
- While the classroom environments present a safe, quiet, and conducive to focus learning, it removes the real life environment of on the job situations.
- Staff members call in sick during training days, meetings have to be rescheduled due to last-minute conflicts to result in training efforts being a flop



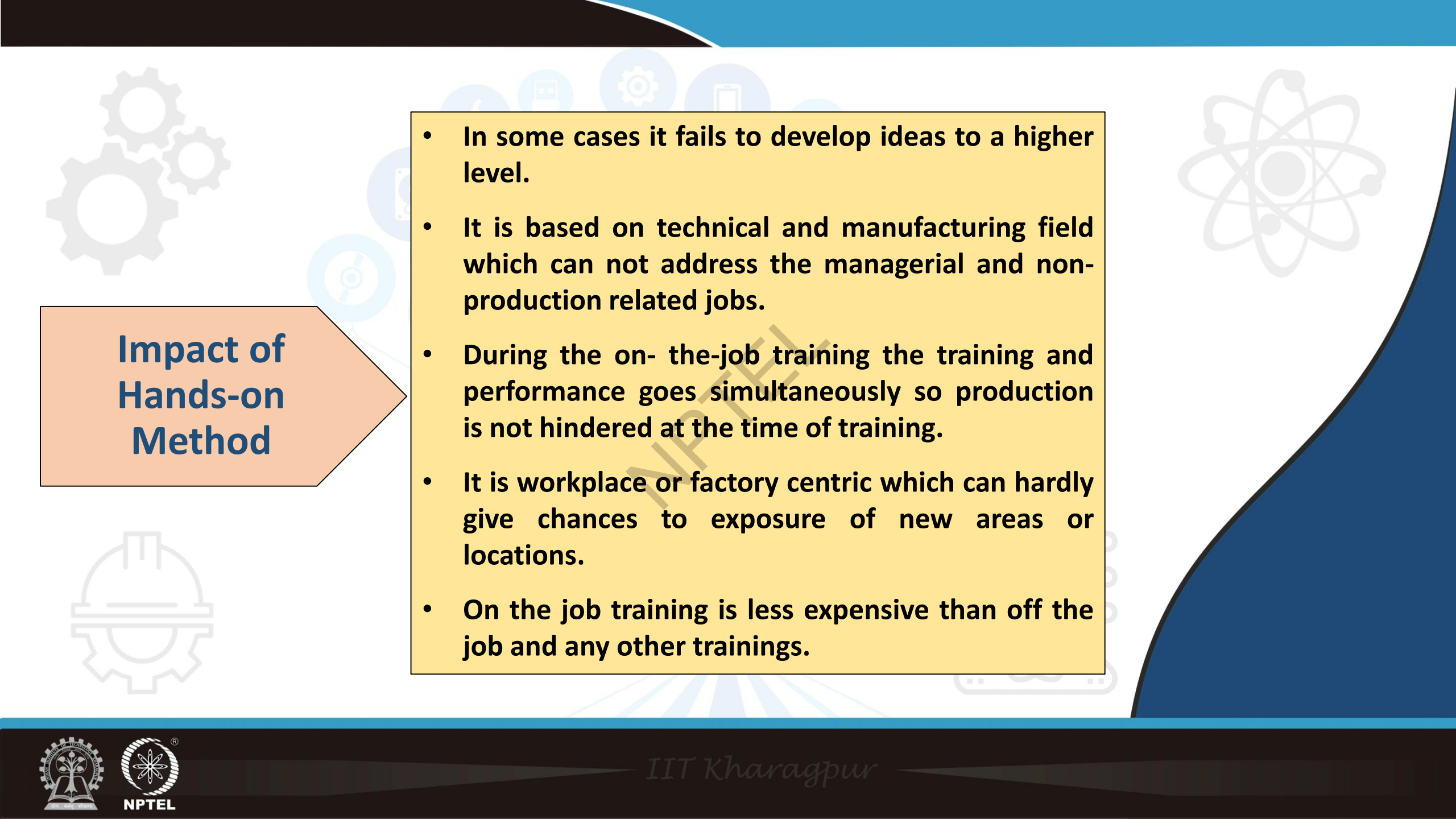
Impact of Presentation Method

- Most people would prefer to be lying in the casket rather than giving the eulogy .
- audience size and situation are circumstantial factors which can influence the degree of anxiety to employees.
- Trainees feel somewhat more fearful if required to give a presentation to an audience in room.
- Lack of control or a feeling of not having control - over the situation, the audience and the reactions and feelings.
- Inadequate preparation and or low experience trainers can be a constraint for success of training.



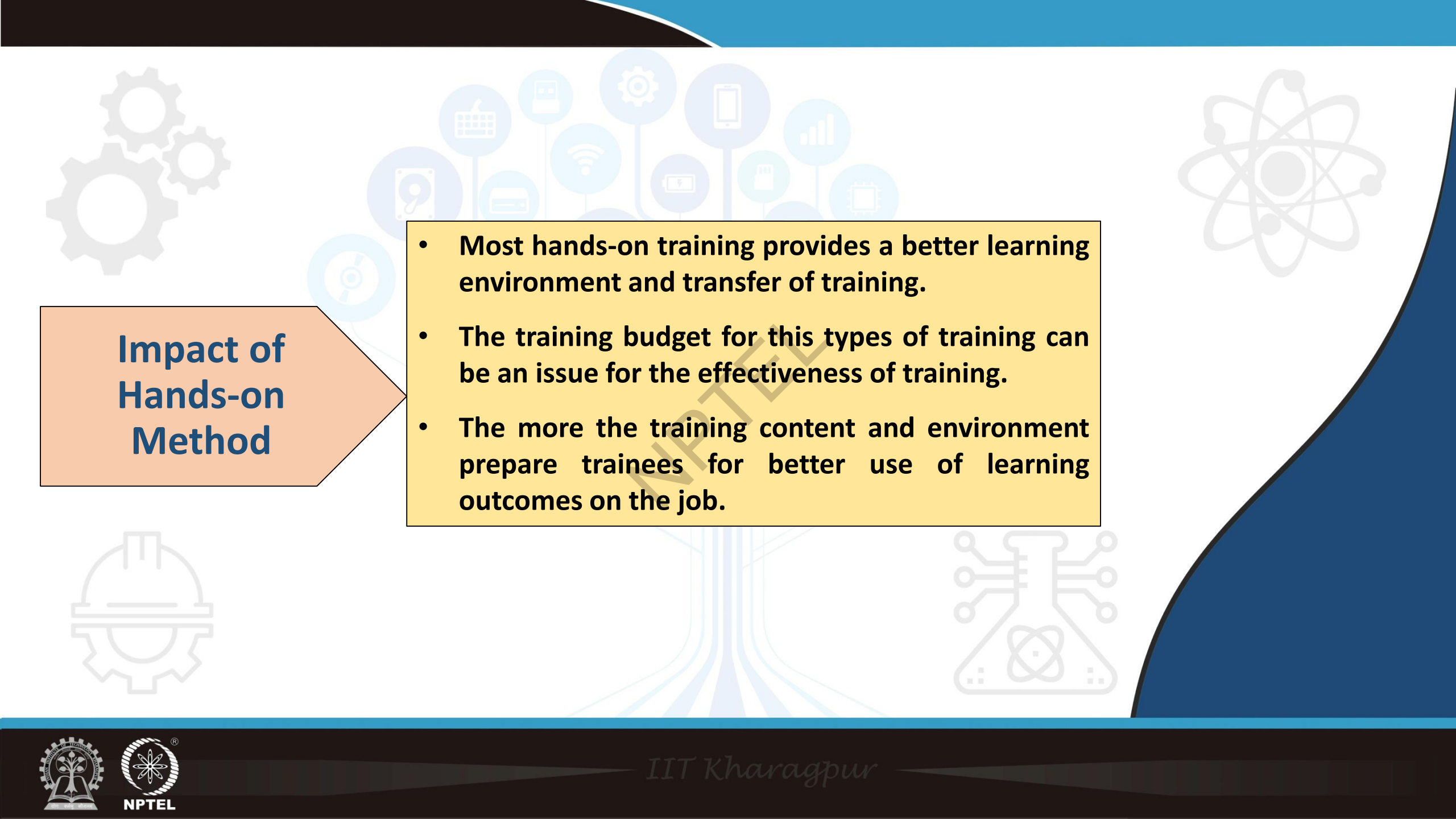
Impact of Hands-on Method

- Being able to touch and see something is simply more powerful than only reading about it.
- Active learning through hands-on projects tosses out the trivia for real lasting experience.
- It is becoming increasingly popular, overcomes boredom by creating a detailed and vivid experience that is fun and engaging.
- It incorporates complex work challenges but removes the risk of experimenting with new behaviors on the job.
- It improves learning retention and creates lasting behavior change, leading to an immediate impact on performance and ongoing improvement.



Impact of Hands-on Method

- In some cases it fails to develop ideas to a higher level.
- It is based on technical and manufacturing field which can not address the managerial and non-production related jobs.
- During the on- the-job training the training and performance goes simultaneously so production is not hindered at the time of training.
- It is workplace or factory centric which can hardly give chances to exposure of new areas or locations.
- On the job training is less expensive than off the job and any other trainings.



Impact of Hands-on Method

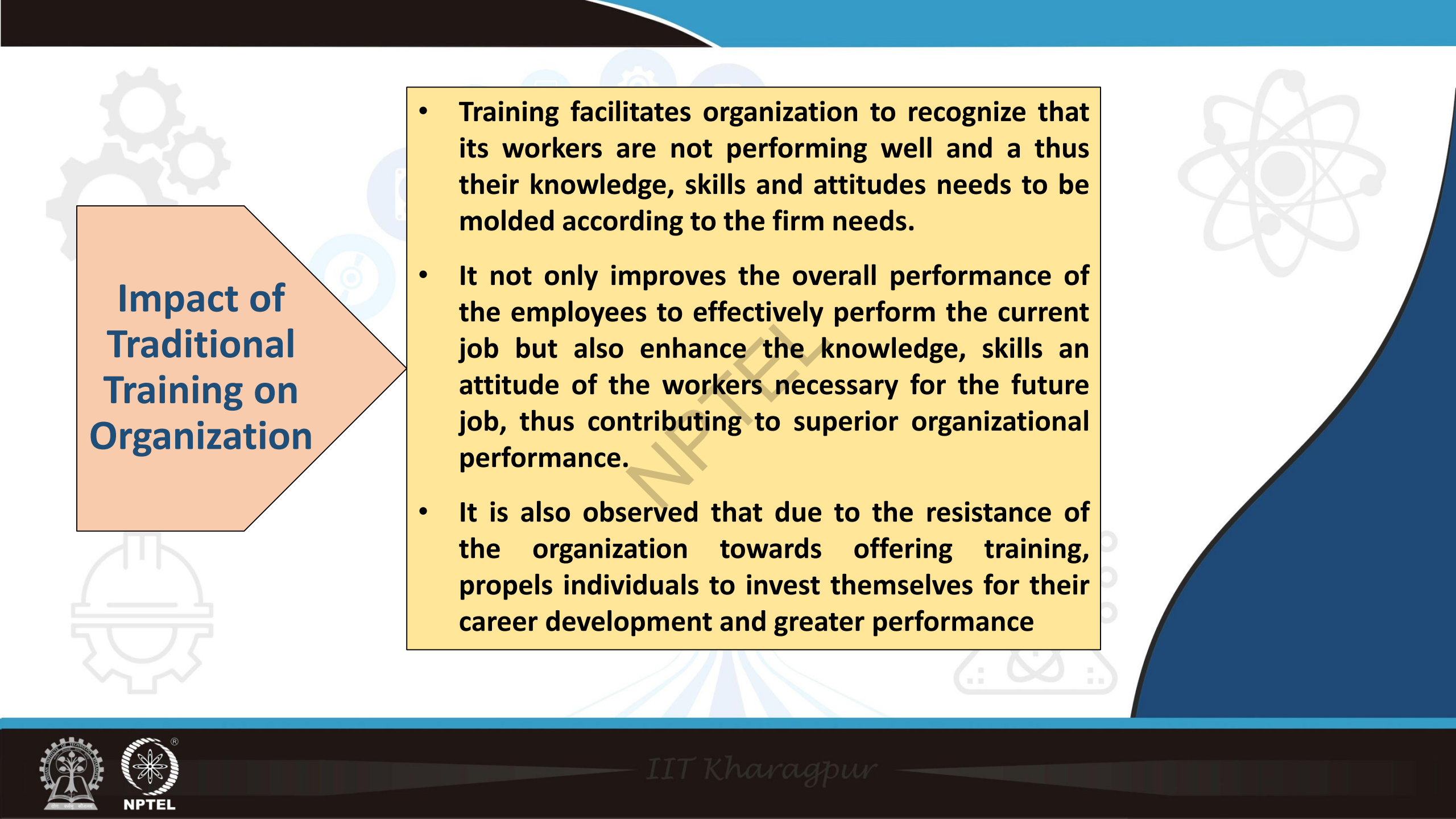
- Most hands-on training provides a better learning environment and transfer of training.
- The training budget for this types of training can be an issue for the effectiveness of training.
- The more the training content and environment prepare trainees for better use of learning outcomes on the job.

Impact of Group Building Methods

- It creates new and beneficial experience among employees.
- Team building activities give team members firsthand experience with the effectiveness of good communication.
- Team building allows employees to develop new skills, which may not be possible in a busy work or school environment.
- Since team members work together towards a common during team building activities which make to form better relationship.
- Disputes and arguments about personal or work-related issues can inhibit teamwork and hurt productivity

Impact of Group Building Methods

- If a team leader is indecisive or fails to command the respect of team members, the entire team suffers.
- Certain workers may simply not be willing or able to work as hard as others, which can hurt team productivity.
- It is considered as unique because it focuses on individual as well as team learning
- Sometime, despite receiving effective and timely training programs, employees are intended to cash it for the sake of their own market value and employment opportunity, or willing to change job high paid package.



Impact of Traditional Training on Organization

- Training facilitates organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs.
- It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.
- It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance

Impact of Traditional Training on Organization

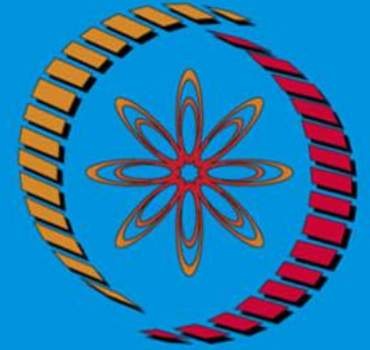
- Effective training and development programs help an organization to increase employee output and enhance actual performance.
- Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market.
- Employee performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization

REFERENCES

- Aswathappa, K.(2014). Organisational Behaviour, Text, Cases Games. Himalaya Publishing
- Noe, R.A & Kodwani, A.D. (2019). Employee Training and Development, Mc Graw Hill, Chennai.
- Kirkpatrick, D.L. (1996). Evaluating Training Programs, The New World Kirkpatrick Model, <https://www.mindtools.com/pages/article/kirkpatrick.htm>
- Bingham, T., and Corner, M. (2010). The New Social Learning, Alexandria VA: ASTD Press.
- Katz, D., & Kahn, R. L. (1978). The social psychology of organizations. New York: Wiley.
- Gagne, R. (1985). The Conditions of Learning, Fourth Edition. New York: Holt, Rinehart & Winston.
- Merrill, M. D. (2013). First principles of instruction: Identifying and designing effective, efficient and engaging instruction. Hoboken, NJ: Pfeiffer/John Wiley & Sons
- Beeby, J.M., and Rathborn, S. (1983) "Development Training - Using the Outdoors in Management Development" Management Education and Development 14 3, 170-181.

CONCLUSION

This part of lecture session has given clear picture on the impact of traditional training methods on employee performance with an aim to make all learners aware about it and enhance their level of thinking and perception on all these aspects of training methods.



**THANK
YOU !**