

3.4 TRAINING GUIDELINES

Training may be defined as systematized tailor-made exercise to suit the needs of a particular organization for developing certain attitudes, skills and abilities in employees irrespective of their functional levels.

While designing any training programme, the following guidelines should be kept in Mind:

1. Training opportunities should be given to all employees irrespective of their age, sex, rank, etc.
2. Training programmes should be based on job analysis.
3. Training opportunities should be provided throughout the employees' stay in the organization in order to meet technological changes.
4. Apart from meeting immediate demands, all employees should be encouraged to take courses which are likely to improve their prospects for more highly skilled employment.
5. A systematic means of assessment should be used while selecting employees for training.

3.4.1 METHODS OF TRAINING

The type of employee training depends upon a number of factors such as skills called for in jobs to be filled, qualifications of candidates applying for jobs and the kinds of operating problems confronted by the organization.

The most important type of training has always been and will always be training on the job. The experience of actually doing something on the job makes a lasting impression that other types of training cannot provide.

Training on the job to train new employees can be successful when it is done in an effective manner. It is, therefore, necessary to ensure that supervisors are themselves trained and motivated to be good trainers.

The following outline can help in giving on-the-job training effectively:

1. Prepare the employee for training on the job. State the job and find out what he already knows about it.
2. Illustrate and show one important step at a time. Instruct clearly and patiently.
3. Let him do the job. Correct his errors. Make sure he understands. Continue correcting his errors until he can do the job confidently.
4. Choose a 'buddy' to whom he can go for help.
5. Check frequently. Let him feel free to ask questions.

For training on the job to be effective, the trainer must take time to see that learning really occurs and is in the best interest of the trainees, patients and hospital.

There are four main types of training. These are provided by the management according to their requirements.

Entry training

It refers to the initial training provided to employees at the time of joining the hospital.

Job training

It is provided to the employees with the object of increasing their knowledge about their jobs, and also to enhance their efficiency. It enables employees to know the correct method of handling the machines and materials at their jobs.

Skills are taught through a mixture of demonstration, explanation and practice. The teaching must be geared to the job.

There must be continual process of correction of errors made, and checking that the trainee understands what is taking place.

Training for promotion

It is provided in some organizations to fill higher posts from among the existing employees. This gives encouragement to employees to work harder.

Refresher training

It is arranged through short-term courses for the old employees of the latest development in their fields.

3.4.2 EVALUATION OF TRAINING

When large sums of money are spent on training programmes, it is necessary to evaluate their effectiveness.

A constant check needs to be kept on whether the objectives and contents of training programmes are consistent with the aims and current needs of the hospital, and whether the objectives are being achieved economically.

The following points should be kept in mind:

1. A comprehensive evaluation and assessment of training plans as related to the defined needs should be undertaken.
2. Measures must be evolved to evaluate the effectiveness with the methods, procedures, training-aids and materials are used by the training instructors.
3. There should be some effective means by which the progress of the trainees during the training programme may be assessed and evaluated.
4. Finally, the achievements of those who have received training must be followed-up over a period of time to assess whether performance has improved.

3.4.3 LEADERSHIP GROOMING AND TRAINING

No organization can do without a superleader who can recognize the 'skill-set' of everyone, sharpen these skills, and mould him into the next leader.

A superleader's brief is to spot and liberate the leader in every employee. And, this liberation cannot happen overnight.

It is often the result of a continuous effort at developing individual capacity of every employee till they realise their optimum potential to act in a responsible manner.

Effective leaders invest in developing people's skills and competencies. Surveys have shown that organization's which spend more than average amount of money on employee training, achieve higher levels of commitment, better customer service and employee alignment with company vision and values.

Another responsibility of a superleader is to create an effective learning environment. This is characterized by a climate of trust and openness which leads to greater willingness to communicate about feelings and problems and a positive tendency for change.

Learning is also about making mistakes. In any work environment, there is **learning curve**. Performance generally goes down before it goes up.

Superleaders are thus great learners who regard all mistakes as **learning opportunities**. They foster this attitude among their associates also by encouraging them to break old patterns of thinking, come out of their boxes, question routines and challenge assumptions.

One leading company introduced a suggestion system that rewarded thinkers of original ideas. The response from the employees was prompt and instantaneous.

The system began to change established mindsets. Employees began to think more in terms of how to improve their productivity rather than remain distributed by others mistakes.

The President of a well-known company pursues a very open-ended communication strategy with his subordinates.

Instead of interacting only with a small set of key executives, he routinely summons big employee groups to his office and openly shares his vision for the company with them.

Sometimes, the employees come up with their own suggestions on better alternatives.

The employees are more committed to the company plan than even the boss himself

3.4.5 PROMOTION

The promotion policy is one of the most controversial issues in every organization. The management usually favours promotion on the basis of merits, and the unions oppose it by saying that managements resort to favouritism.

The unions generally favour promotions on the basis of seniority. It is hence essential to examine

this issue and arrive at a friendly solution.

3.4.6 Nature and Scope of Promotion

A change for better prospects from one job to another job is considered by the employee as a 'promotion'.

The factors which are considered by employees as implying promotions are:

- a) An increase in salary;
- b) An increase in job prestige;
- c) An upward movement in the hierarchy of jobs;
- d) Additional supervisory responsibility; and
- e) A better future.

The presence of any or all of these factors is considered as promotion by the employees.

3.4.7 Seniority versus Merits

There has been a great deal of controversy over the relative values of seniority and merit in any system of promotion. Seniority is a fact, merit is only a guess.

Seniority will always remain a factor to be considered, but there would be much greater opportunity for efficient personnel, irrespective of their seniority, to move up speedily if merit is used as the basis for promotions.

It is often says that at least for the lower ranks, seniority alone should be the criterion for promotion.

One cannot agree with this. The quality of work is as important in the lower ranks as in the higher.

3.4.8 Promotion Policy

Trade unions think in terms of their members as a whole and are constantly suspicious of favouritism on the part of the management. They frequently argue that they should have some say in promotions, but the industrial courts have hitherto held that promotion is a management function.

However, in practice, both seniority and ability criteria should be taken into consideration; but in order to allay the suspicious of the trade unions, there should be a written promotion policy which should be clearly understood by all.

Promotion policy may include the following:

1. **Charts and diagrams** showing job relationships and a ladder of promotion should be prepared. These charts and diagrams clearly distinguish each job and connect various jobs by lines and arrows showing the channels to promotion. These lines and arrows are always based on an analysis of job duties.
2. There should be some **define system for making a waiting list** after identification and selection of those candidates who are to be promoted as and when vacancies occur.

3. All vacancies within the organization should be **notified** so that all potential candidates may compete.
4. The following **eight factors** must be the basis for promotion:
 - i. Outstanding service in terms of quality as well as quantity
 - ii. Above-average achievement in patient care and/or public relations
 - iii. Experience
 - iv. Seniority
 - v. Initiative
 - vi. Recognition by employees as a leader
 - vii. Particular knowledge and experience necessary for a vacancy
 - viii. Record of loyalty and co-operation.
5. Though the department heads may initiate promotion of an employee, the final approval should lie with top management because a department head can think only of the repercussions of the promotion in his department.
6. All promotions should be for a **trial period**. In case the promoted person is not found capable of handling the job, he may be reverted to his original job.
7. In cases of promotion, the human resource department should carefully **follow the progress** of the promoted employee.

Advantages of a sound promotion policy

- a. It provides an incentive to work more and show interest in their work.
- b. It develops loyalty amongst the employees, because a sound promotion policy assures them of their promotion, if they are found fit.
- c. It increases job satisfaction among the employees.
- d. It generates greater motivation in competent employees, as they do not have to depend on seniority for their advancement.
- e. A sound promotion policy keeps competent employees and provides them enough opportunities to rise further.
- f. It generally results in increased productivity as promotions will be based on an evaluation of the employee's performance.
- g. Finally, it increases the effectiveness of an organization.

Solution to promotion problems

Difficult human relations problems can arise in promotion cases. These problems maybe reduced to the minimum if extra care and the following principles are observed:

1. In promoting an employee to a higher port, his salary should be at least one step above his present salary.
2. Specific job specifications will enable an employee to realize whether or not his qualifications are equal to those called for.
3. There should be a well-defined plan for informing prospective employees of impending vacancies.
4. The organization chart and promotion charts should be made so that employees may know the various avenues for their promotion.
5. The promotion policy should be made known to each and every employee in the organization.
6. Management should prepare and practice promotion policy sincerely.