

3.5 JOB ANALYSIS

Job Analysis is a systematic exploration, study and recording the responsibilities, duties, skills, accountabilities, work environment and ability requirements of a specific job.

3.5.1 Job design

Job design follows job analysis i.e. it is the next step after job analysis. It aims at outlining and organizing tasks, duties and responsibilities into a single unit of work for the achievement of objectives.

There are various steps involved in job design that follow a logical sequence, those that were mentioned earlier on. The sequence is as follows:

- What tasks are required to be done or what tasks is part of the job?
- How are the tasks performed?
- What amount are tasks are required to be done?
- What is the sequence of performing these tasks?

All these questions are aimed at arriving upon a clear definition of a specific job and thereby make it less risky for the one performing the same. A well defined job encourages feeling of achievement among the employees and a sense of high self esteem.

The whole process of job design is aimed to address various problems within the organizational setup, those that pertain to ones description of a job and the associated relationships. More specifically the following areas are fine tuned:

- Checking the work overload.
- Checking upon the work under load.
- Ensuring tasks are not repetitive in nature.
- Ensuring that employees don not remain isolated.
- Defining working hours clearly.
- Defining the work processes clearly.

Benefits of Job Design

The following are the benefits of a good job design:

1. **Employee Input:** A good job design enables a good job feedback. Employees have the option to vary tasks as per their personal and social needs, habits and circumstances in the workplace.
2. **Employee Training:** Training is an integral part of job design. Contrary to the philosophy of “leave them alone’ job design lays due emphasis on training people so that are well aware of what their job demands and how it is to be done.
3. **Work / Rest Schedules:** Job design offers good work and rest schedule by clearly defining the number of hours an individual has to spend in his/her job.
4. **Adjustments:** A good job designs allows for adjustments for physically demanding jobs by minimizing the energy spent doing the job and by aligning the manpower requirements for the same.

Job design is a continuous and ever evolving process that is aimed at helping employees make adjustments with the changes in the workplace. The end goal is reducing dissatisfaction, enhancing motivation and employee engagement at the workplace.

Approaches to Job Design

There are various methods or approaches to do the job design. The important ones are discussed below

Human Approach

The human approach of job design laid emphasis on designing a job around the people or employees and not around the organizational processes. In other words it recognizes the need of designing jobs that are rewarding (financially and otherwise) and interesting at the same time. According to this approach jobs should satisfy an individual’s need for recognition, respect, growth and responsibility.

Herzberg classified these factors into two categories –

1. The hygiene factors
2. The motivators.

Motivators include factors like achievement, work nature, responsibility, learning and growth etc that can motivate an individual to perform better at the work place.

Hygiene factor on the other hand include things like working conditions, organizational policies, salary etc that may not motivate directly but the absence of which can lead to dissatisfaction at the work place.

Engineering Approach

The engineering approach was devised by FW Taylors. They introduced the idea of the task that gained prominence in due course of time. According to this approach the work or task of each employee is planned by the management a day in advance. The instructions for the same are sent to each employee describing the tasks undertaken in detail. The details include things like what, how and when of the task along with the time deadlines.

The approach is based on the application of scientific principles to job design. Work, according to this approach should be scientifically analyzed and fragmented into logical tasks.

The Job Characteristics Approach

The job characteristics approach was popularized by Hackman and Oldham. According to this approach there is a direct relationship between job satisfaction and rewards. They said that employees will be their productive best and committed when they are rewarded appropriately for their work. They laid down five core dimensions that can be used to describe any job - skill variety, task identity, task significance, autonomy and feedback.

1. **Skill variety:** The employees must be able to utilize all their skills and develop new skills while dealing with a job.
2. **Task Identity:** The extent to which an identifiable task or piece or work is required to be done for completion of the job.
3. **Task Significance:** How important is the job to the other people, what impact does it create on their lives?

4. **Autonomy:** Does the job offer freedom and independence to the individual performing the same.
5. **Feedback:** Is feedback necessary for improving performance.

These are different approaches but all of them point to more or less the same factors that need to be taken into consideration like interest, efficiency, productivity, motivation etc. All these are crucial to effective job design.

Issues in Job Design

As we know, job design is a systematic organization of job-related tasks, responsibilities, functions and duties. It is a continuous process of integration of content related to job in order to achieve certain objectives. The below Fig 1 shows the Issues in Job Design.

The process plays a vital role as it affects the productivity of employees and organizations. However, there are a number of existing issues emerged recently while designing the jobs in organizations. These are alternative work patterns that are equally effective in handling organization's functions.

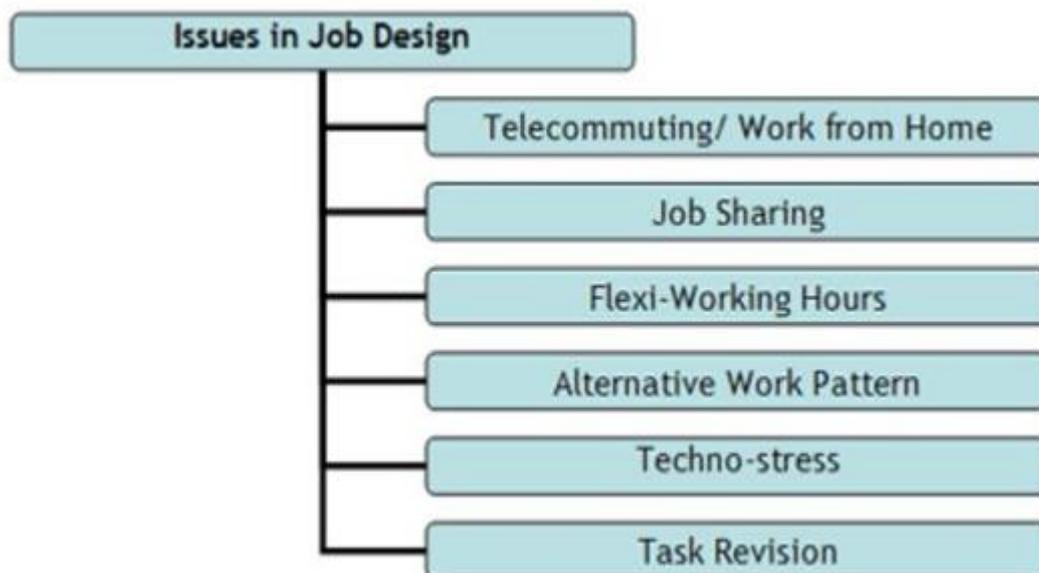


Fig 1 Issue of Job Design

Source : Stephen A. Robbins & David A. Decenzo & Mary Coulter, —Fundamentals of Management| Pearson Education, 7th Edition, 2011.

Telecommuting / Work from Home: Telecommuting or work from home is considered as the best alternative of working from the actual office. By using computer networks, fax machines, telephones and internet connection, employees can communicate and perform the job from home. It eliminates the need of coming to office everyday and offers employees the convenience to work at the comfort of their home.

Though there are lots of advantages associated with this working style but it suffers from many limitations. It allows employees to stay at home and manage their job tasks and functions without actually being present in the office but it doesn't allow them to communicate with other employees and establishing relationships with them. They only deal with machines whole day, thus lose creativity. Moreover, it is a great hindrance in their way as it does not allow skill upgradation.

Job Sharing: It is the second most preferable alternative of traditional working styles where two or more individuals share the responsibilities of a full time job. They divide the tasks, responsibilities and compensation according to their mutual consent. This option is generally used by women who are on maternity leave or have family and kids to look after but want to continue their job. These days, organizations are open to this kind of working style where two or more individuals can share a job.

Flexi-Working Hours: These days, organizations allow their employees to work according to the timings that suit them best. There are 3-4 working schedules and individuals can choose any one of them depending upon their availability. Employees can work in early hours as well as night hours. This is good for those individuals who have colleges or some other engagements during the day or specific hours of the day. The best part is that unlike telecommuting, flexi-timings give them chance to communicate with other employees too.

Alternative Work-Patterns: Companies these days allow their employees to work on alternate months or seasons. Though the concept is not that common in India but can be seen in European and American world of work. They also have the option of working two to three full days and can relax after that.

According to the latest concept, employees can work for fixed number of hours and then can attend to their personal needs during the left days.

Techno stress: It is the latest technology to keep a check on employees' performance even when they choose to work from home. Because of the introduction of new machines, their performance can be electronically monitored even when they are not aware of it.

Task Revision: Task revision is nothing but modification of existing work design by reducing or adding the new job duties and responsibilities to a specific job.

FACTORS AFFECTING JOB DESIGN

A well defined job will make the job interesting and satisfying for the employee. The result is increased performance and productivity. If a job fails to appear compelling or interesting and leads to employee dissatisfaction, it means the job has to be redesigned based upon the feedback from the employees.

Broadly speaking the various factors that affect a job design can be classified under three heads. They are:

1. Organizational Factors
2. Environmental Factors
3. Behavioural Factors

Organizational Factors

- Organizational factors that affect job design can be work nature or characteristics, work flow, organizational practices and ergonomics.
- **Work Nature:** There are various elements of a job and job design is required to classify various tasks into a job or a coherent set of jobs. The various tasks may be planning, executing, monitoring, controlling etc and all these are to be taken into consideration while designing a job.
- **Ergonomics:** Ergonomics aims at designing jobs in such a way that the physical abilities and individual traits of employees are taken into consideration so as to ensure efficiency and productivity.

- **Workflow:** Product and service type often determines the sequence of work flow. A balance is required between various product or service processes and a job design ensures this.
- **Culture:** Organizational culture determines the way tasks are carried out at the work places. Practices are methods or standards laid out for carrying out a certain task. These practices often affect the job design especially when the practices are not aligned to the interests of the unions.

Environmental Factors

Environmental factors affect the job design to a considerable extent. These factors include both the internal as well as external factors. They include factors like employee skills and abilities, their availability, and their socio economic and cultural prospects.

- **Employee availability and abilities:** Employee skills, abilities and time of availability play a crucial role while designing of the jobs. The above mentioned factors of employees who will actually perform the job are taken into consideration. Designing a job that is more demanding and above their skill set will lead to decreased productivity and employee satisfaction.
- **Socio economic and cultural expectations:** Jobs are nowadays becoming more employee centered rather than process centered. They are therefore designed keeping the employees into consideration. In addition the literacy level among the employees is also on the rise. They now demand jobs that are to their liking and competency and which they can perform the best.

Behavioural Factors

Behavioural factors or human factors are those that pertain to the human need and that need to be satisfied for ensuring productivity at workplace. They include the elements like autonomy, diversity, feedback etc. A brief explanation of some is given below:

- **Autonomy:** Employees should work in an open environment rather than one that

contains fear. It promotes creativity, independence and leads to increased efficiency.

- **Feedback:** Feedback should be an integral part of work. Each employee should receive proper feedback about his work performance.
- **Diversity:** Repetitive jobs often make work monotonous which leads to boredom. A job should carry sufficient diversity and variety so that it remains as interesting with every passing day. Job variety / diversity should be given due importance while designing a job.
- **Use of Skills and abilities:** Jobs should be employee rather than process centered. Though due emphasis needs to be given to the latter but jobs should be designed in a manner such that an employee is able to make full use of his abilities and perform the job effectively.

3.4.2 Human resources management

Human resources management (HRM) is a management function concerned with hiring, motivating and maintaining people in an organization. It focuses on people in organizations. Human resource management is designing management systems to ensure that human talent is used effectively and efficiently to accomplish organizational goals.

According to the Invancevich and Glueck, “HRM is concerned with the most effective use of people to achieve organizational and individual goals. It is the way of managing people at work, so that they give their best to the organization”.

According to Dessler (2008) the policies and practices involved in carrying out the “people” or human resource aspects of a management position, including recruiting, screening, training, rewarding, and appraising comprises of HRM.

The following constitute of HRM

1. HRM Involves the Application of Management Functions and Principles. The functions and principles are applied to acquiring, developing, maintaining and providing remuneration to employees in organization.

2. Decision Relating to Employees must be integrated. Decisions on different aspects of employees must be consistent with other human resource (HR) decisions.
3. Decisions Made Influence the Effectiveness of an Organization. Effectiveness of an organization will result in betterment of services to customers in the form of high quality products supplied at reasonable costs.
4. HRM Functions are not confined to Business Establishments Only but applicable to non business organizations such as education, health care, recreation and like.

3.4.3 Meaning Human Resource Planning:

Human resource is the most important asset of an organization. Human resources planning are the important managerial function. It ensures the right type of people, in the right number, at the right time and place, who are trained and motivated to do the right kind of work at the right time, there is generally a shortage of suitable persons.

In order to cope human resource requirements, an enterprise will have to plan in advance its needs and the sources. The terms human resource planning and manpower planning are generally used interchangeably. Human resource planning is not a substitute for manpower planning. Rather the latter is a part of the former i.e., manpower planning is integrated with human resource planning.

Definition Human Resource Planning:

According to E.W. Vetter, human resource planning is “the process by which a management determines how an organization should make from its current manpower position to its desired manpower position.

Dale S. Beach has defined it as “a process of determining and assuring that the organization will have an adequate number of qualified persons available at the proper times, performing jobs which meet the needs of the enterprise and which provide satisfaction for the individuals involved.”

In the words of Leon C. Megginson, human resource planning is “an integration approach to performing the planning aspects of the personnel function in order to have a

sufficient supply of adequately developed and motivated people to perform the duties and tasks required to meet organizational objectives and satisfy the individual's needs and goals of organizational members.”

Features of Human Resource Planning:

1. Well Defined Objectives:

Enterprise's objectives and goals in its strategic planning and operating planning may form the objectives of human resource planning. Human resource needs are planned on the basis of company's goals. Besides, human resource planning has its own objectives like developing human resources, updating technical expertise, career planning of individual executives and people, ensuring better commitment of people and so on.

2. Determining Human Resource Needs:

Human resource plan must incorporate the human resource needs of the enterprise. The thinking will have to be done in advance so that the persons are available at a time when they are required. For this purpose, an enterprise will have to undertake recruiting, selecting and training process also.

3. Keeping Manpower Inventory:

It includes the inventory of present manpower in the organisation. The executive should know the persons who will be available to him for undertaking higher responsibilities in the near future.

4. Adjusting Demand and Supply:

Manpower needs have to be planned well in advance as suitable persons are available in future. If sufficient persons will not be available in future then efforts should be made to start recruitment process well in advance. The demand and supply of personnel should be planned in advance.

5. Creating Proper Work Environment:

Besides estimating and employing personnel, human resource planning also ensures that working conditions are created. Employees should like to work in

the organization and they should get proper job satisfaction.

3.4.4 Recruitment

Recruitment is the process of identifying and attempting to attract candidates who are capable of filling job vacancies appropriately.

The below block diagram Fig 2 shows the Recruitment Process.

- To attract those applicants who are best qualified to fill the vacancies.
- Effective selection depends on effective recruitment.

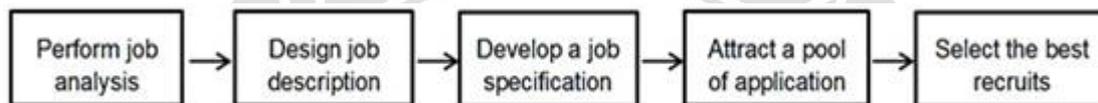


Fig 2 Recruitment Process

Source : Stephen A. Robbins & David A. Decenzo & Mary Coulter, —Fundamentals of Management|| Pearson Education, 7th Edition, 2011.

Job analysis

- Analyzing the environment (nature of competition, customers etc....) in which employees work
- Determining duties and responsibilities to be discharged
- Observing and recording the various tasks of the job as they are actually performed

The Fig 3 shows the components of Job Analysis. Job analysis is often done through interviews, direct observation or by using a questionnaire that is completed by the person currently holding the job and his immediate supervisor. It forms the basis for job description and job specifications.

Systematic job analysis

- Functional job analysis (FJA)
 - Input and job activities
- The data, people and jobs pertaining to individual's job.
- Method and techniques that the individual uses of the job

- Tools and equipment used by the worker
- Output and job performance
- Products and services produced by the worker

Components of job analysis

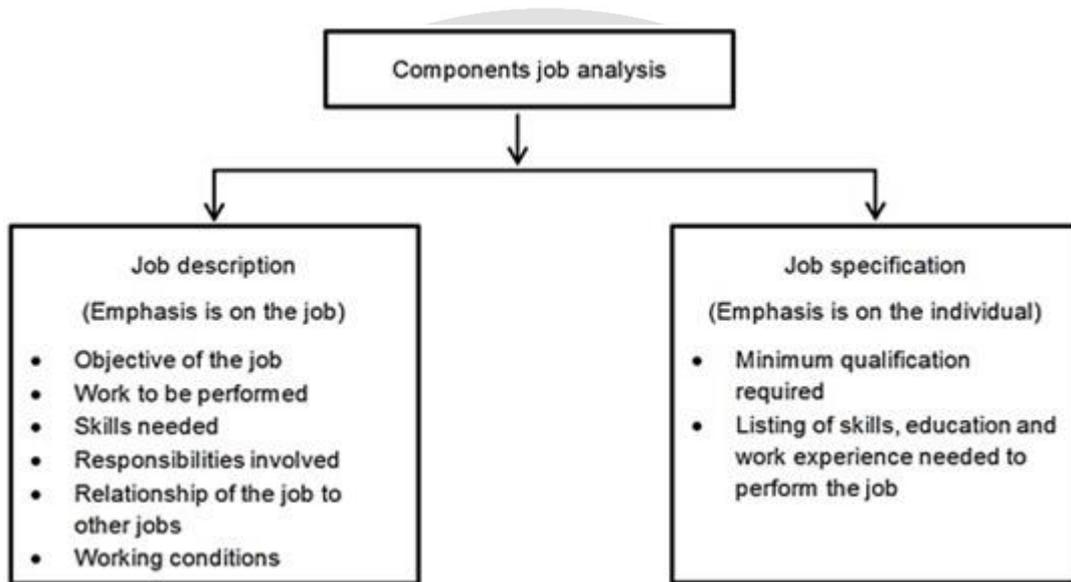


Fig 3 Components of Job Analysis

Source : Stephen A. Robbins & David A. Decenzo & Mary Coulter, —Fundamentals of Management| Pearson Education, 7th Edition, 2011.

Position analysis questionnaire (PAQ)

- (a) The source of information that are critical to job performance
- (b) Information processing and decision making critical to job performance
- (c) The amount of physical activities and skill required for the job
- (d) Physical working conditions and reactions of individuals to those conditions
- (e) Other characteristics of the job, such as work schedules and work responsibilities.

Sources of Recruitment

- Internal Recruitment
- External Recruitment

Comparison of Internal & External Recruitment

Sl. No.	Criteria	Internal Recruitment	External Recruitment
1	ADVANTAGES	Familiarity of candidate with organisation’s policies, procedures and culture Candidates who are culture recruited from competitors provide valuable information	Influx of new ideas
2		Available information and observation by superiors facilitates easier selection	Candidates who are recruited from competitors provide valuable information about competitors moves and strategies
3		Selection and socialisation of job incumbents involves less time and money	Facilitates recruitment of candidates with deserve skills and expertise and vast experience
4		Enhances employee morale by offering opportunities for upward mobility	
5		Prevents high – quality employees from leaving the Organisation.	

1	Disadvantages	Lack of new ideas	Lack of reliable information increases the probability of committing mistakes in selection.
2		Need for expensive training programs	Expensive process.
3		Can breed nepotism and political operations	Orientation process may consume a lot of time.
4		Leads to “Ripple Effect”	Raises offense among hopeful internal candidates.
5		May leave unsuccessful contestants angry	

External Recruitment process

- Advertising
- Educational Institutions
- Employment Agencies
- Voluntary Applicants
- Referrals by Current Employees

3.4.5 Selection processes

The selection process refers to the steps involved in choosing people who have the right qualifications to fill a current or future job opening. Usually, managers and supervisors will be ultimately responsible for the hiring of individuals, but the role of human resource management (HRM) is to define and guide managers in this process. Similar to the recruitment process, the selection process is expensive. The time for all involved in the hiring process to review resumes, weight the applications, and interview the best candidates takes away time (and costs money) that those individuals could

spend on other activities. In addition, there are the costs of testing candidates and bringing them in from out of town for interviews.

The selection process consists of five distinct aspects:

1. **Criteria development.** The first aspect to selection is planning the interview process, which includes criteria development. Criteria development means determining which sources of information will be used and how those sources will be scored during the interview. The criteria should be related directly to the job analysis and the job specifications. In fact, some aspects of the job analysis and job specifications may be the actual criteria. In addition to this, include things like personality or cultural fit, which would also be part of criteria development. This process usually involves discussing which skills, abilities, and personal characteristics are required to be successful at any given job. By developing the criteria before reviewing any resumes, the HR manager or manager can be sure he or she is being fair in selecting people to interview. Some organizations may need to develop an application or a biographical information sheet. Most of these are completed online and should include information about the candidate, education, and previous job experience.

Application and resume review. Once the criteria have been developed, applications can be reviewed. People have different methods of going through this process, but there are also computer programs that can search for keywords in resumes and narrow down the number of resumes that must be looked at and reviewed.

2. **Interviewing.** After the HR manager and/or manager have determined which applications meet the minimum criteria, he or she must select those people to be interviewed. Most people do not have time to review twenty or thirty candidates, so the field is sometimes narrowed even further with a phone interview.
3. **Test administration.** Any number of tests may be administered before a hiring decision is made. These include drug tests, physical tests, personality tests, and

cognitive tests. Some organizations also perform reference checks, credit report checks, and background checks. Once the field of candidates has been narrowed down, tests can be administered.

4. **Making the offer.** The last step in the selection process is to offer a position to the chosen candidate. Development of an offer via e-mail or letter is sometimes a more formal part of this process. Compensation and benefits will be defined in an offer.

OBJECTIVE OF HRM

The primary objective of HRM is to ensure the availability of competent and willing workforce to an organization. The specific objectives include the following:

1. Human capital : assisting the organization in obtaining the right number and types of employees to fulfill its strategic and operational goals
2. Developing organizational climate: helping to create a climate in which employees are encouraged to develop and utilize their skills to the fullest and to employ the skills and abilities of the workforce efficiently Helping to maintain performance standards and increase productivity through effective job design; providing adequate orientation, training and development; providing performance-related feedback; and ensuring effective two-way communication.
3. Helping to establish and maintain a harmonious employer/employee relationship
4. Helping to create and maintain a safe and healthy work environment
5. Developing programs to meet the economic, psychological, and social needs of the employees and helping the organization to retain the productive employees
6. Ensuring that the organization is in compliance with provincial/territorial and federal laws affecting the workplace (such as human rights, employment equity, occupational health and safety, employment standards, and labour relations legislation). To help the organization to reach its goals
7. To provide organization with well-trained and well-motivated employees
8. To increase the employees satisfaction and self-actualization

9. To develop and maintain the quality of work life
10. To communicate HR policies to all employees.
11. To help maintain ethical policies and behavior.

3.4.6 TRAINING AND DEVELOPMENT

Training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including "Human Resource Development", "Human Capital Development" and "Learning and Development". These definitions, of course, are viewed within the context of organizational learning rather than other contexts (e.g. personal) of training and development.

Activities of Training and development

- 1) Training
- 2) Education
- 3) Development.

Training: This activity is both focused upon, and evaluated against, the job that an individual currently holds.

Education: This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.

Development: This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

The need for Training and Development

Training is necessary for the individual development and progress of the employee. We also require training update employees of the market trends, the change in the employment policies and other things.

The following are the two biggest factors that contribute to the increased need to training and development in organizations:

1. **Change:** The word change encapsulates almost everything. It is one of the biggest factors that contribute to the need of training and development. There is in fact a direct relationship between the two.

Change leads to the need for training and development and training and development leads to individual and organizational change, and the cycle goes on and on. More specifically it is the technology that is driving the need; changing the way how businesses function, compete and deliver.

2. **Development:** It is again one the strong reasons for training and development becoming all the more important. Money is not the sole motivator at work and this is especially very true for the 21st century.

People who work with organisations seek more than just employment out of their work; they look at holistic development of self. Spirituality and self awareness for example are gaining momentum world over. People seek happiness at jobs which may not be possible unless an individual is aware of the self.

Method of Training and Development

1. **Classroom Lecture Method:**

This is the most commonly used, simple, cost effective and conventional method. It is time saving because it covers maximum number of people in a short period of time. It involves a speech by the instructor with very limited discussions. Clear and direct methods of presentation.

Weaknesses of the method are that, lecture time is more than the normal human attention span of fifteen minutes and the contents of the lecture could be easily forgotten. Since the method does not provide for active participation on the part of the trainees, the extent of take-home learning is not to be known clearly. Moreover, lecture might be useful only if the presentation is made skillfully. While lecture is a useful method in so far as information dissemination is the objective, it

has not been highly successful in modifying human behavior or in building commitments in the audience's minds. An improvisation of this method is the lecture-cum-demonstration method in which the lecturer reemphasizes a skill or information by displaying the same in action.

2. Group Discussion Method:

It is a method used to knowledge and attitudinal development of trainees. In this method, sets of people examine several empirical studies to find out commonalities to derive the underlying general principles.

They then combine their ideas and focus their attention on a given problem at a time, speaking from multiple points of view within a group. An instructor is optional, while a leader is necessary in this method. The various advantages of the method are

- More ideas can be generated from each session. Moreover
- Each member gets an opportunity to present one's own ideas and get feedback from members of the same group.
- Peer pressure and commitments made to groups serve to ensure adherence to decisions jointly taken in the group.

As a precaution, care must be taken to secure the participation of all members and make sure that a few members do not pre-determine the course of discussions or dominate the whole proceedings.

3. Simulation Exercises Method:

Simulators are a group of training devices of varying degrees of complexity that model the real world. They range from simple paper mock-ups of mechanical devices to computerized creations of total environments. In fact, some argue that case-study, role-play and a host of other methods can be brought under the category of simulation.

The advantage of simulation methods is

- They improve the possibility of learning without damaging the equipments or

human life or facing the numerous risks involved in actual performance.

For example, most of traffic rules, signals and procedures of driving could be taught in a park that resembles main road or through a video game featuring car or two wheeler driving. Piloting planes are taught using more complex simulations. The methods are indirect but could also be expensive. The method calls for a certain level of grasp and information processing capability and transfer of learning on the part of the trainees.

4. **Role Playing Method:**

Role is a set of expectations around a given position and is determined by the role partners. Roles are always reciprocal and described in pairs such as

- Trainer-trainee,
- Buyer-seller, and
- Interviewer-interviewee and so on.

Playing roles would entail practical problems like

- Inter-role conflicts
- Intra-role dilemmas
- Role overloads
- Role under loads.

As a result of these hurdles, role confusion develops. In order to be trained to perform roles, trainees must attain role clarity. This may involve negotiation among the role senders and role receivers with regard to their expectations with counter expectations upon one another.

Participants in role-play method are required to respond to specific problems and expectations of people that they might actually encounter in their jobs.

Role-playing is often used to teach such skills as interviewing, negotiating, grievance handling, performance appraisal, and buying and selling and effective communication. It promotes healthy human relations skills among people.

5. **Case Study Method:**

Case study can be interest creating and thought stimulating for the participants. It helps to develop analytical, reasoning and problem-solving skills of the participants. As it shows and reduces gaps in understanding, a holistic understanding of reality is made possible through case study method. It also helps to reemphasize messages provided during lectures, group discussions and other methods. The disadvantage of the method might be the difficulty in drawing adequate number of stimulating cases that actually represent the real life situations of the trainees.

6. Sensitivity Training or T Group Training or Laboratory training Method:

T-groups are concerned with the real problems existing within the group itself. People are helped to become more responsive to others' sensitivities and work more harmoniously and responsibly together by encouraging them to interact freely and actively. The members are enabled to recognize group dynamics and diagnose human relationship problems. The participants are encouraged to communicate thoughts and feelings with each other in an open, unstructured, warm and honest manner than is typically done in the usual work or social situation.

A beneficial outcome of the method is that participants find better means of behavior for effective interpersonal relationships without the aid of power or authority over others. The method has to be used carefully as people may resent negative feedback and show anger in response. People have to be first prepared well to accept criticism in a constructive manner so that conflicts could be managed properly.

7. Management Games Method:

Games are used as a training tool, than as mere pastimes or amusement. Trainees are divided into teams and are given common tasks on which they would be competing to arrive at decisions, and then jointly implementing and evaluating the decisions taken with regard to the games.

For example, blocks of wood would be supplied to every team and one of

the members would be blind-folded with a piece of cloth. The person would have to arrange the blocks one above the other, as per the instructions and guidance of the other members. As they set on to reach greater target heights, the rewards would also grow exponentially. This game is used to bring out the nuances of teamwork, leadership styles and communication patterns exhibited by the members while playing the game. The demerits of the method are that, at times, games might result in lack of seriousness in some trainees and that the learning is indirect and slow. But it helps to convey messages in a non-threatening and fun-filled manner.

8. Outward Bound Training (OBT) Method:

As part of OBT, managers and other staff members meet and cohabitate as teams at unfamiliar wilderness out of the workplace and away from the hustles and bustles of daily life, where they would live in cabins or tents for a certain number of days. They test their survival skills and learn about their own personality and hidden potentials for creativity, cooperation and leadership. Participants get opportunities to learn their limits and capabilities. Participants irrespective of their official position and seniority would have to learn to be natural in their behavior and get rid of masks worn in an office situation. It is an expensive method and the learning might not be transferable to others or to other situations.

9. In-basket Training (IBT) Method:

IBT is a method where the trainee is required to examine a basket full of papers and files relating to his area of work and make recommendations on problems contained in them. This method is meant for trainees in a managerial level to improve their decision-making and problem-solving abilities. This is a form of simulation training designed around day to- day business situations and hence is transferable to the job experiences. The participant is usually asked to establish priorities for and then handle a number of office papers, such as memoranda, reports, telephone messages and emails that would typically cross a manager's desk. The method has at least two main stages. At the outset, the

participant starts by working through the case within a specified time limit all by himself without discussing the details with anyone. Subsequently, other participants analyze and discuss the questions of who's, which's, how's, what's, where's, why's and when's of each decision or step. The merits of this method include the best of traditional case study at the same time combining the refinements to allow greater flexibility, realism and involvement.

The emphasis here is to understand things thoroughly, which is an opportunity too rarely presented during busy working days. It is done in a permissive atmosphere of experimenting and learning, rather than within the confines of a boss subordinate relationship.

10. Vestibule Training Method:

This kind of training takes place away from the production area on equipment that closely resembles the actual ones used on the job. It is a type of off-the-job training in which employees get training in a realistic job setting but in a location different from the one in which they would be working.

For example, a group of lathes may be located in a training center where the trainees will be instructed in their use. The method is used frequently for training typists and bank tellers, among others. The word 'vestibule' means entrance. Thus vestibule training serves to facilitate full-fledged entry into job. A primary advantage of vestibule training is that it removes the employee from the pressure of having to produce while learning. Disturbance of production or supervisor during training is minimized. The disadvantages include the extra investment on equipment and additional persons to be employed as trainers.

11. Apprenticeship Training Method:

It combines classroom instructions with on-the-job training. It is a method in which trainees at a novice stage called 'apprentices', work under the guidance of skilled, licensed instructor and receive lower pay than workers. The method is a combination of education and employment and is aimed at preparing workforce

with certain levels of qualification to meet the growing needs of the industry. The method develops special skills like mechanical, electronic, tailoring, etc. Apprenticeship is traditionally used in skilled jobs, such as those of plumber, carpenter, machinist and printer. The extensive nature of the training assures quality outputs, though time consumed is long. Employees recruited from the apprenticeship program are expected to hit the ground running, implying that they would have to start performing with efficiency. But uniform duration of apprenticeship training does not permit slow learners to reach the levels of mastery like others.

12. Work shadowing Method:

This training method is chosen while preparing a second-line leader to take up the role of the headship, in which case, the candidate could not benefit by sending them to any other formal training program. The best way to be trained for a future executive position would be through direct participant observation of the crucial events that take place in the present incumbent's work life. The trainees are made to remain in the company of the role model whose work is to be learnt by the trainees. Trainees learn the intricacies of a job of high level, by physically being in the presence of the job-holder. Closely following the styles of working permits greater degree of learning besides helping the trainee to imbibe the values and principles adhered to by the model. Yet, care needs to be taken to avoid situations wherein trainees are not warmly welcomed and are seen by supervisors in the department as obstacles to their routines.

13. Programmed Instruction Method (PIM):

PIM provides instruction without the face-to-face intervention of an instructor. To ensure a sequential approach to learning, instructions are designed in such a way that all future learning depends on acquisition and retention of previous learning. With this method, information is broken down into small portions called 'frames'. The learner reads each frame in sequence and responds to questions

designed to verify learning. Based on the answers given by the trainees they are provided with immediate feedback on response accuracy. If the learners have got all the answers right, they proceed to the next frame. If not they repeat the frame. Primary features of this approach are immediate reinforcement and the ability of learners to proceed at their own pace. Programmed instructions may be presented in a book or in computers.

14. Large Scale Interactive Events (LSIE) Method:

The method has a lot of unique advantages when compared to other methods. First, this method stresses upon the sharing of expertise by all the participants, unlike other methods where the instructor supplies most of the inputs and might even look down upon trainees as people who are ignorant or unskilled in the topic being covered. LSIE is based on the belief that all the participants, by virtue of being in their job for a certain period of time, possess some degree of expertise that need to be shared and combined with that of others.

Second advantage is that this method transcends the limitation of other methods in terms of the number of people who could be trained per batch. The major advantage of this method is that a group as large as 300 – 400 members could be trained simultaneously without losing the effectiveness of other training methods. The third advantage is the use of group processes. While the trainer limits his role with a brief but inspiring presentation to stimulate thinking of the participant, the method paves way for active involvement of all the participants who are assigned various roles such as sub-group leader, recorder, summarizer, presenter etc. A fourth advantage of the LSIE is that the group emphasizes on extensive on-the-spot documentation of viewpoints expressed by people. Finally, the method culminates in the entire large group addressing to the common issues. At this stage, priority is to be set on areas of intervention and a plan of action is drawn and accepted based on voting by members, thereby building commitment of all the participants to implement the

agreed upon plans. A disadvantage of the method could be that it requires a lot of volunteers to assist the proceedings.

15. Personal Coaching Method:

It is an on-the-job approach in which a manager has the opportunity to teach an employee, usually his immediate subordinate, on a one-to-one basis. Coaching is helping self and others gain new perspectives their intentions and behaviors, to understand what's possible and how to access inner resources such as motivation, commitment, passion, etc. as a coach, the supervisor gently confronts employees with their shortcomings and makes suggestions for corrective actions. The supervisor is also alert to encouraging good performance. Coaching is considered to be one of the most effective management development techniques. Constant guidance makes the trainee learn quickly.

16. Mentoring Method:

Mentoring is an on-the-job approach to training in which the trainee is given an opportunity to learn on a one-to-one basis from more experienced members of the organization. The mentor is usually an older, experienced executive who serves as a host, friend, confidant and advisor to a new member of the firm. The mentor is given the charge of protecting and responsibility of helping the new employee. The relationship may be formally planned or it may develop informally.

For mentoring to be productive, the parties' interests must be compatible and they must understand each other's learning styles and personalities. If mentors form overly strong bonds with trainees, unwarranted favoritism might result. A highly successful mentor- protégé relationship might create feelings of jealousy among other colleagues who are not able to show equally good results out of the mentoring process.

17. Job Rotation Method:

This method of training involves the shifting of trainees from one job to

another so as to widen their exposure and enable them to obtain a general understanding of the totality of the organization. Besides helping them to overcome boredom, job rotation permits direct interaction with a large number of individuals within the organization, thereby facilitating future working relationships. The method should be used at sufficient gaps to permit the development of a strong degree of expertise in the trainee in an assigned position. Care should be taken by the organization to ensure that work efficiency does not suffer when a few trainees are rotate into new jobs where they would be taking time to learn and perform. There could be some disadvantages of using the method of Job Rotation.

Trainees have to be prepared to face contrasting styles of operation and standards that vary according to superiors. Some trainees might feel more like visiting casual observers in the departments than being a part of the workforce, which would negate the purpose of job rotation. Employees who are looking for more challenging assignments might feel frustrated when asked to perform different kinds of simple jobs at the same level.

18. Computer-Based Training (CBT) Method:

CBT is a technology-driven training method that takes full advantage of the speed, memory and data manipulation capabilities of the computer for greater flexibility of instruction. It involves the trainee sitting in front of a computer terminal rather than listening to an instructor. Learning is enhanced through presentations combining automation, stereophonic sound, full motion video and graphics. Increased speed and decreased dependence on instructor are the strengths of this method. Computer-Managed Instructions (CMI) is a system that automatically generates and scores tests, tracks trainees' performance and prescribes activities for students. An orderly, step-by-step manner is possible by using this method. As additional advantages, CBT allows reuse of the program for any number of time and allows for varying time for fast and slow learners.

But CBT method cannot reduce the learner's anxiety and fear, which can be done only by a trained instructor. CBT is well suited for teaching facts but is less useful for teaching human skills or changing attitudes.

19. Behavior Modeling Method:

This method involves emulation of behavior from a reference group or a role model whose behavior is shown live before the trainees or by using videotapes or Compact discs (VCD). The method entails recording and producing events or situations with clear descriptions in order to cover certain subjects. The footage could be viewed, reviewed and discussed to enhance learning quality. The advantages of using this method are many. Many events and discussions can be put on one tape or CD. It is a handy method for small firms that cannot afford more expensive approaches. It is particularly helpful for first-line supervisors.

Observing a powerful model in the audiovisual form could help learn activities like mediating during conflict situations, handling customer complaints and grievances. The challenges involved in using the method include the high level of one-time production costs in the initial stage. Moreover, projectors and other expensive gadgets would be required along with continuous power supply.

20. Internship Method:

Internships involve placing young college and university students in temporary jobs in which they can earn while they learn, with no obligations towards any regular employment from the side of the employer or from the trainee. Such an arrangement enables to provide a fresher the much-needed exposure to an organization and also to determine the person organization fit. Students divide their attention between academic activities and practical work assignments, which help them to internalize the theory and practices. However, care must be taken to prevent the whole process from getting reduced to the fulfillment of merely an academic requirement rather than being treated as a stepping-stone towards an illustrious career.

21. Development Centre Method:

This method is designed based on the structure, styles and contents of assessment centres used to assess the potential of an individual to meet the demands of a higher-level managerial position. Multiple facilitators observe the members performing multiple tasks according to multiple criteria, using multiple methods. However, the difference in development centers is that they focus their attention on helping to improve the potential of the persons participating in the sessions. This method of training is found effective in building leadership, decision-making, goal setting and counseling skills in experienced trainees.

