

Unit-2

Frame Work of HRD

Introduction: Success is inevitable only if the firm takes some early initiatives in order to uplift the skills and talent of their employees. We all are accountable to our organization — in many ways with whatever title we are working. HRD framework is one part of that accountability which comes to rescue when organizational enhancements in quick time could be a success parameter. It delivers a strategy which works in alignment to a long/short term objective of the organization. A lot can be achieved while practicing HRD framework technique but before that let us see some crucial WHAT and WHY

What — HRD is a framework which is employed by the organization to help their employees to have a skill-set, knowledge, abilities which are either mandatory for business success, in demand or can motivate & help to retain them for longer time.

Why — both the parties withdraws benefit from it, the organization gets most efficient workforce who can contribute towards achieving set goals and target whereas employees get equipped to new skills set which give them a sense of confidence.

Definitions of HRD

Various scholars have defined the term “Human Resource Development” based on their perspective. Important definitions of HRD are as follows:

- Leonard Nadler defined, “*Human Resource Development is a series of organized activities, conducted within a specialized time and designed to produce behavioral change.*”
- As per M. M. Khan, “*Human Resource Development is the across of increasing knowledge, capabilities and positive work attitudes of all people working at all levels in a business undertaking.*”

The concept of the Human Resource Department

HRD is an organizational context which is a process through which required help is provided to the employees of an organization in a continuous and well-planned manner to:

- Obtain or boost capabilities needed to perform several functions attached to their present or desired future roles;
- Enhance their general abilities as individuals and discover as well as explore their inner potentials for organizational purposes and employee’s development; and
- Develop a culture in an organization under which a strong relationship between the employee-employer is established and all the members work in a team and give professional well-being and motivation among employees.

HRD is a whole process and not a blend of mechanisms and techniques. All the mechanisms and techniques such as performance appraisal, counseling, training, and organizational development interventions are used to facilitate and promote the process in a continuous manner. The process is limitless and there is a need to examine the mechanism periodically and to sort out the issues attached to hinder the process. The process of HRD facilitates the

organization and allocates organizational resources for the motives as well as evaluating the HRD philosophy.

The Process of Human Resource Development

The process of HRD is associated with the role of HRM and deals with all the matters of the employees

Strategic Human Resource Management

It is a planned move based on which the employees of an organization are managed. The employees of an organization are known as human resources. The term strategic is a basic function of the Human Resource Management which comprises of devising as well as implementing the consistent organizational policies with the structure of the organization and make sure that the human capital is working efficiently towards the goals of the organization and achieve the set target promptly..

HRM Strategy

All the HRM functions that are in line with the strategies of the organization are to be implemented by the HRM strategy. HRM strategy considers bunches of factors that consist of best fit, best practices, and close cooperation and monitoring continuously. “Best fit and best practices” refers to the correlation between the HRM strategy and the whole strategy of the organization. The primary motive of Human Resource Management is to handle the employees of organization however strategy HRM deals by applying the requirements of the personnel of an organization with the organizational goals.

To exemplify, the organizational motive is to maximize its sales by twenty percent and the practices will adopt as per the fulfillment of the objective and do the best possible to achieve the same.

Strategic Planning

Strategic planning relates to the determination of the current position where they want to head and in what way they will reach over there. This type of planning varies according to the organization. For instance, it is done through senior management, supervisors of different departments and employees too in some organization but in others, it is the responsibility of the senior management only.

Strategic Training

Training is the procedure of making intrusions that are aimed at making improvements in the skills, knowledge, and abilities of the employees within an organization. Before the commencement of the training to employees, the management needs to make sure that all the training requirements and designing of the program have been done with the proper evaluation of the training process.

The connection between Strategic HRM and HRD

One of the functions of Human Resource Management is the Human Resource Development. HRD is designed to provide up to date proficiencies and knowledge to the employees and

give support to various activities of the organization. A fundamental role is played by HRD in organizational strategy and continuous formulation of the organizational strategies.

Functions Of HRD

The functions of HRD involve training and development, organizational development and professional enhancement of an employee on their career path.

Training and development is a proper way to convey the employees about the definite set of abilities and knowledge with the changing competition in the market. When there is any deficiency found in the performance of the employees, then the organization develops some training and development programs.

Standard Performance – Actual performance = Training and Development

Development refers to create new opportunities that may help the employees to grow. It does not include any improvements in skills but providing a change in the attitude of the employees. It is not compulsory in some cases to provide the various development activities. Training and development programs are offered to add value to the skills and knowledge of existing employees.

Wrapping Up

To encapsulate, strategic human resource development is the main function of strategic human resource management which plays an important role in organizational success. If all employees directed towards the goals of the organization, then they can achieve the objectives but proper development in skills, as well as knowledge, is also required. Strategic planning and training are done in a manner the employees do not deviate from their vision of accomplishing the goals.

Human Resource Development (HRD): Process

Human Resource Development (HRD) – Meaning

HRD is the process of helping people to acquire competencies. In an organizational context HRD “is a process which helps employees of an organization in a continuous and planned way to-

- i. Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.
- ii. Develop their general capabilities as individuals and discover and exploit their inner potential for their own and/or expected future roles.

iii. Develop an organizational culture in which supervisor-subordinate relationships, team work, and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees.

iv. HRD process is facilitated by mechanisms like performance appraisal, training, organizational development (OD), feedback and counseling, career development, potential development, job rotation and rewards.

v. Employees are continuously helped to acquire new competencies through a process of performance planning, feedback, training, periodic review of performance, assessment of the development needs, and creation of development.

Human Resources Development (HRD) – Aims and Objectives

The major aims of HRD may be stated as:

- i. Improve performance of individual on present job
- ii. Improve competence of individual to perform future jobs
- iii. Improve group dynamism and effectiveness
- iv. Improve individual's attitude
- v. Integrate goal of individual with the goal of the organization
- vi. Optimize the available human resource in an organization
- vii. Encourage creativity
- viii. Provide opportunities and facilities to individual for full expression of their talent potential
- ix. Improve interpersonal relationship and work culture
- x. Bring industrial harmony
- xi. Increase productivity.

The objectives of HRD are:

- i. To prepare the employee to meet the present and changing future job requirements.
- ii. To prevent employee obsolescence.
- iii. To develop creative abilities and talents.
- iv. To prepare employees for higher level jobs.
- v. To impart new entrants with basic HRD skills and knowledge.
- vi. To develop the potentialities of people for the next level job.
- vii. To aid total quality management.
- viii. To promote individual and collective morale, a sense of responsibility, co-operative attitudes and good relationships.
- ix. To broaden the minds of senior managers by providing them with opportunities for an interchange of experiences within and outside.

- x. To ensure smooth and efficient working of the organisation.
- xi. To provide comprehensive framework for HRD.
- xii. To enhance organisational capabilities.
- xiii. To create a climate that enables every employee to discover, develop and use his/her capabilities to a fuller extent in order to further both individual and organisational goals.

Human Resource Development (HRD) – Nature

1. Learning:

The essence of HRD is learning. The very purpose of HRD is to make the employees acquire knowledge, learn newer concepts and develop their skills. The core of HRD is to enhance the quality of workforce by creating an environment which fosters constant learning.

2. Career Development:

HRD helps in the career development of individuals by matching employee characteristics with job requirements. Growth of the organization is achieved through growth and development of individual employee.

3. Specific Duration:

Any particular HRD programme would have a specific duration. It could be for a short, medium or long duration.

4. Improves Performance:

The performance of employees is improved as a result of HRD. The training programmes enhance the capabilities of employees and improve their productivity.

5. Organizational Development:

HRD aims at not just the development of the human resources, but at the progress of the organization as a whole. Positive changes in work culture, processes and organizational structure are made.

6. Long-Term Benefits:

HRD is a very future oriented concept. The results of HRD can be experienced only after some time following its implementation. But it benefits the employee and the organization for a long time in the future.

7. Continuous Process:

HRD is a continuous process. Different HRD programmes are to be implemented in the organization according to changes in the work environment. Human behaviour needs to be monitored regularly to enable them to adjust themselves according to environment dynamics.

8. Employee Welfare:

The organization attempts to provide all the facilities which are vital for the physical and mental well-being of the employees to facilitate HRD. Measures like canteen facilities, crèche, medical insurance, etc. are provided as part of employee welfare.

9. Development of Team Spirit:

HRD creates a healthy work environment which helps to build team spirit and coordination among various groups and the department. Team spirit is necessary for fostering loyalty and belongingness among employees.

Human Resource Development (HRD) – Need

Human resource development is needed in an organization for the following purposes:

1. To Achieve Goals:

People need competencies to perform tasks. Higher degree and quality of performance of tasks requires higher level of skills. Continuous development of competencies in people is essential for an organization to achieve its goals. Competent and motivated employees are essential for organizational survival, growth and excellence.

2. To Maintain a Level of Growth:

Over a period of time, an organization may achieve a saturation point in terms of its growth. Even to maintain such a saturation level of growth employee competencies need to be sharpened or developed as organizations operate in environments that keep changing requiring the employees to acquire new competencies.

3. Improve Effectiveness:

Any organization interested in improving its services and its effectiveness in cost reduction, reduction in delays, increased customer satisfaction, improved quality and promptness of services, market image needs to develop the competencies of its employees to perform the tasks needed to bring about such improvements.

Human Resource Development (HRD) – Process

Every method or mechanism has two dimensions- substantive and procedural. Substantive dimension is what is being done process is how it is accomplished, including how people are relating to each other and what processes and dynamics are occurring. In most of the organisations there is overemphasis on the substantive aspect of method and the procedural aspect is neglected.

Whenever there is a problem in the organisation its solution is sought in the rules and structures rather than in the underlying group dynamics and human behaviour. Thus, rules may be changed, structure may be modified but group dynamics and human behaviour remain unfortunately untouched.

It is thought that there is no need to pay any attention to them. This is wrong. In every organisation human process must receive as much importance (if not more) as the substantive dimension.

One can find six such processes in operation in an organisation at six different levels HRD methods help in improving these processes as described below:

1. At the personal level there is the existential process. This process tells us how an individual perceives his environment, how he interacts with others, how he achieves his goals in life and so on. If this process is neglected it may adversely affect the integration of the individual with organisation and his quality of work.

Career Planning, Performance Appraisal and Review, Feedback, Counseling, Job Enrichment, Objective Rewards, etc., improve this process.

2. At the interpersonal level we have the empathic process. This process tells us how much empathy one individual has for the other person and how does he reach out to the other person and establishes a relationship with him. Communication, conflict, cooperation and competition are some important areas of study in this process.

If this process is neglected it may adversely affect the interpersonal effectiveness of individuals in an organisation. Training, Rotation, Communication, etc., improve this process.

3. At the role level we have the coping process. Every individual is required to cope with various pressures and stresses in relation to his role in the organisation. However, if the individual's role is clear and the individual is aware of the competencies required for role performance he can cope with these pressures effectively. Role analysis goes a long way to improve this process.

4. At the group level we have the building process. This process tells us how various groups form themselves as distinct entities in an organisation; how do they become cohesive while the substantive (or structural) dimension has its grounding in classic organisation theory the procedure dimension reflects the human relations movement and strong and how can they effectively contribute to the goals of the organisation.

Human Resources Development (HRD) – Framework

Recent economic liberalisations announced by the Government of India tend towards market and economy and started creating more dynamic environment in India than ever before. HRD plays a significant and crucial role in market economies under dynamic environments. Human Resources Development should be effective and efficient.

HRD cannot be effective for the candidates who do not possess potentials to perform present and future roles in organisations with dynamic environment. HRD to be effective should essentially have a strong base of human resources planning, recruitment and selection based on effective HRD requirements. These base factors enable the organisation to develop its human resources efficiently.

Human resources planning for HRD should plan for human resources not only for the present and future jobs but also roles. Further, human resource planning, recruitment, selection should emphasise on potentialities for development.

Human resources to be acquired and developed are determined in terms of skills, knowledge, abilities, values, aptitude, beliefs, commitment, etc. Suitable technique(s) of human resources development is/are to be selected depending upon the resources to be acquired and developed. These techniques include- Performance appraisal, Potential appraisal, Training, Management development and Organisational development, Career planning and development, Worker participation in Management, Quality circles and Social and Spiritual programmes.

The outcomes of HRD are four-fold, viz., to the organisation, to the individuals, to the groups and to the society. HRD benefits the organisation by developing the employees and make them ready to accept responsibilities, welcome change, adapt to change, enables the implementation of the programmes of total quality management, maintenance of sound human relations, and increase in productivity and profitability. HRD also benefits individuals in achieving of potentials, increase in performance, fulfilling their needs and enhancing social and psychological status.

The HRD helps the groups in the form of increase in co-operation, increase in collaboration and team effectiveness. Further, it helps the society in the form of developing human resources and increased contribution of human resources to the society.

Human Resources Development (HRD) – Role of Training

Training is most important mechanisms or sub systems of an HRD system. Training plays an important role in the development of human resources. To put the right man at the right place with the trained personnel has now become essential today's globalised market. No organization has a choice on whether or not to develop employees. Therefore training has now-a-days become an important and required factor for maintaining and improving interpersonal and intergroup collaboration.

Human resources are the life blood of any organization. Only through well-trained personnel, can an organization achieve its goals.

So, a well-planned training program can inmate the development of human resources in organization as per requirement.

The human resources may derive the following benefits from training:

1. Increased Skills and knowledge – The employer acquire new skills and knowledge which will help them improve their career.
2. Higher Productivity – The productivity of the workers is increased as a result of training. Because of this, they earn higher salaries and bonus.
3. Way to Promotion – A potent worker can sharpen his skills during training. This helps him to get a promotion for higher position.
4. Less accidents – Trained workers are less prove to accidents as they know how to use risky machines and materials. They also know the use of various safety devices.
5. Increased mobility – Trained employees can shift from one job to another or ever from one organization to another in order to advance in their career.

At a glance, we find that training gives the following results:

1. Growth, expansion and modernization cannot take place without trained manpower.
2. It increases productivity and profitability, reduces cost and finally enhances skills and knowledge of the employee.
3. Prevents obsolescence.
4. Helps in developing a problem solving attitude.
5. Gives people awareness of rules & procedure.

Human Resources Development (HRD) – System

Lippit (1978) points out that HRD as a system depends on:

- (a) Work itself which generates a higher degree of responsibility for the employees;
- (b) The individual's personal and professional growth;
- (c) The improved quality output as a result of increased responsibility; and
- (d) Organisation as an open system.

Focus on all these aspects is what HRD is all about.

Rao (1985) defined HRD as “a process by which the employees of an organisation are helped, in a continuous planned way to- (a) acquire or sharpen capabilities required to perform various tasks and functions associated with their present or expected future roles; (b) develop their enabling capabilities as individuals so that they are able to discover and exploit their own inner potentials for their own and/ or organisational development purposes; and (c) develop an organisational culture where superior-subordinate relationship, teamwork, and collaboration among different sub-units are strong and contribute to the organisational health, dynamism and pride of employees.”

HRD as a function consists of various activities related to training and development and performance appraisal. All aspects of training and appraisal play a significant role in achieving the individual's growth and development. In this respect, HRD is more a proactive and supportive function because the organisation has to take a lead in helping the people to grow and realise their potential.

Human Resources Development (HRD) – Techniques and Methods

Techniques of human resources development are also called HRD methods, HRD instruments, HRD mechanisms or HRD sub-systems.

They include:

- (i) Performance Appraisal
- (ii) Potential Appraisal
- (iii) Career Planning
- (iv) Career Development
- (v) Employee Training
- (vi) Executive Development
- (vii) Organisational Change
- (viii) Organisational Development

- (ix) Social and Cultural Programmes
- (x) Workers' Participation in Management
- (xi) Quality Circles
- (xii) Employee Counseling

- (xiii) Team Work
- (xiv) Role Analysis
- (xv) Communication Policies and Practices
- (xvi) Monetary Rewards
- (xvii) Non-monetary Rewards
- (xviii) Employee Benefits and
- (xix) Grievance Mechanism.

HRD Outcomes Include:

HRD outcomes provide the ground rules to build an organization excelling in people, processes, products and profits.

- (i) Training makes people more competent. They develop new skills, knowledge and attitudes.
- (ii) There is greater clarity of norms and standards. People become better aware of the skills required for job performance and the expectations which other members have set for them.
- (iii) People become more committed to their jobs because now there is greater objectivity in the administration of rewards. The data-based appraisal system reduces subjectivity to the minimum. People are assessed on the basis of their performance against agreed objectives and their team spirit, risk taking and creative qualities. They become more proactive in their orientation.
- (iv) People develop great trust and respect for each other. They become more open in their behaviour. Thus, new values come to be generated.
- (v) There is great collaboration and team work which produces synergy effect.
- (vi) There is greater readiness on the part of employees to accept change. They find themselves better equipped with problem-solving capabilities.
- (vii) Lot of useful and objective data on employees are generated which facilitates human resources planning.
- (viii) Participation develops in workers a sense of achievement and pride in work.
- (ix) HRD helps inducing multi-skills to the employees.

Human Resource Development (HRD) – Benefits

HRD not only develops the competence of the individuals but also develops his latent potential for the total effectiveness of the organization.

The benefits from HRD are therefore many, some of them are:

- i. HRD assists employee to diagnose his own strengths and weaknesses.
- ii. It develops creativity in employees.

- iii. It helps employees to develop himself in a given organizational climate to improve not only his performance but that of the organizations.
- iv. It develops trust and openness amongst employees thus enriches interpersonal relationships.
- v. It creates environment for realistic feedback and guidance from superiors.
- vi. It provides long term and short term development opportunities.
- vii. It smoothen the career development plans.
- viii. It helps organizations to use available human resources for future challenging responsibilities after developing them.
- ix. It enables an overall development of personality of employees and the organizations.

Human Resource Development (HRD) – Evaluation of HRD Programme

HRD Programme evaluation is the final phase in the training and HRD process. This is where the effectiveness of the HRD intervention is measured. This is an important but often ignored activity. Careful evaluation provides information on participants' reaction to the programme, how much they learned, whether they use what they learned back on the job, and whether the programme improved the organization's effectiveness.

HRD professionals are increasingly being asked to provide evidence of the success of their efforts using a variety of "hard" and "soft" measures, that is, both bottom line impact, as well as employee reaction.

This information allows managers to make better decisions about various aspects of the HRD effort, such as:

- i. Continuing to use a particular technique of vendor in future programmes.
- ii. Offering a particular programme in the future.
- iii. Budgeting and resource allocation.
- iv. Using some other HR or managerial approach (like employee selection).
- v. Changing work rules to solve the problem.

It is important that HRD professionals provide evidence that HRD programmes improve individual and organizational effectiveness. Armed with this information, HRD managers can better compete with managers from other areas of the organization when discussing the effectiveness of their actions and competing for resources.

HRD Programme – Designing Effective Programs by Assessing Critical Success Factors

When HRD Programs have to be made, it has to be based on the current and future HRD requirements.

The different phases or critical success factors which lead to the success of any HRD Program are:

1. Phase I – Assessment Phase – In this phase the needs are prioritized according to thy contribution to the overall Organizational Strategy.
2. Phase II – Design Phase – The specific objectives are defined in this phase. The Lesson plan is made, trainer is selected and accordingly the methods, techniques and materials. Finally the schedule of the Program is made.
3. Phase III – Implementation Phase – The most crucial phase of all deals with delivering of the Program as a strategic intervention.
4. Phase IV – Evaluation Phase – The evaluation criteria are selected on the basis of which the success of the program is assessed. The results are interpreted and form the basis of other HRD programs.

The issue of development has always been important. In recent years, however, the process of development is more important than ever in order for organizations to cope with accelerating change which affects existent HR needs.

According to Kenney and Reid (1994), the most widespread methods of diagnosis of organizational development needs are the following:

- i. Evaluation of HR skills and performance by Audit team.
- ii. Analysis of work to identify and get insights into the areas in which employees need training must be identified.
- iii. Analysis of skills set to identify the differences between new and experienced employees, in relation to their effectiveness.
- iv. Changes in the organization and work design like the creation of new job process and the abolition of old processes or the integration of processes.
- v. Analysis of available information from departmental records like personnel statistics, accident records, training reports, and staff appraisal forms.
- vi. What other organizations in the industry are doing.

The above checklist helps an organization ascertain the developmental needs and accordingly design their HRD programs which can then be implemented.

HRD Programme – Implementing HRD Programs

The work of the human resource development practitioner is continuously evolving. Human resource development is now expected to make a strategic level contribution and contribute to individual and organizational effectiveness. Human resource development

practitioners are increasingly required to network and build relationships to obtain support, resources, information, and knowledge.

The accumulation of social capital is considered important in determining individual career success and role performance. Given the importance attached to this dimension of HRD practitioners' roles, it is important to implement the HRD programs cautiously. According to Pedler, Boydell and Burgoyne (1989), learning organization is "an organization which facilitates the learning of all its members and continually transforms itself".

Therefore the implementation method has to be in line with the philosophy of good training which is it Improves performance, Improves productivity, Improves chances for promotion and improves the bottom line. For this right training methods need to be used in the right way to ensure successful HRD implementation.

Since the real organizational needs are known, the process of training can begin. Exclusive of the training techniques, the trainees and the trainers constitute other key elements of a training program. However there are certain delusions which should be done away with.

These misconceptions include the best way to learn any new skill is to learn it on the job, Lectures are not a good method for training, it's easy to come up with stimulating discussion questions, and that the Case studies are used for time fillers. The method of training should be keeping in mind the objective of the Program.

The selection of trainees is a very important activity in order for an organization to achieve desirable training results. According to Peel (1994), the elements of trainees which have to be taken into consideration in order for the selection of appropriate training methods are the following –

1. The number of trainees.
2. Demographics like age, the level of education, qualifications and experience.
3. Reasons why they are chosen for development and what are their needs.

It should be remembered that what needs to be learned cannot always be taught. Human resource development programs must therefore help people to learn from their experience. Development cannot be left to chance.

Effective implementation depends on three main elements:

1. The degree to which the training adds to productive output meets the standards of quantity, quality, and timeliness of the people who receive, review, and/or use the HRD Programs.

2. The degree to which the HRD process of carried out the work enhances the capability of members to work together interdependently in the future.

3. The degree to which the group experience contributes to the growth of the trainees and eventually the Organizations.

This is the most crucial of all phases since it is directly related to the output of the Program. It is the real show that takes place on an actual level, a point when the developers/trainers and trainee are in direct contact. The success depends on the extent to which trainees experience meaningfulness of the developmental exercise, active responsibility for the exercise and its outcomes and knowledge of actual benefits of the training.

Methods of Training: On-the-job Training Method and Off-the-Job Methods

Management development is a systematic process of growth and development by which the managers develop their abilities to manage. It is concerned with not only improving the performance of managers but also giving them opportunities for growth and development.

There are two methods through which managers can improve their knowledge and skills. One is through formal training and other is through on the job experiences. On the job training is very important since real learning takes place only when one practices what they have studied.

But it is also equally important in gaining knowledge through classroom learning. Learning becomes fruitful only when theory is combined with practice. Therefore on the job methods can be balanced with classroom training methods (off-the-job methods).

1. On-the-job Training (OJT) Methods:

This is the most common method of training in which a trainee is placed on a specific job and taught the skills and knowledge necessary to perform it.

The advantages of OJT are as follows:

1. On the job method is a flexible method.
2. It is a less expensive method.
3. The trainee is highly motivated and encouraged to learn.
4. Much arrangement for the training is not required.

On-the-job training methods are as follows:

1. Job rotation:

This training method involves movement of trainee from one job to another gain knowledge and experience from different job assignments. This method helps the trainee understand the problems of other employees.

2. Coaching:

Under this method, the trainee is placed under a particular supervisor who functions as a coach in training and provides feedback to the trainee. Sometimes the trainee may not get an opportunity to express his ideas.

3. Job instructions:

Also known as step-by-step training in which the trainer explains the way of doing the jobs to the trainee and in case of mistakes, corrects the trainee.

4. Committee assignments:

A group of trainees are asked to solve a given organizational problem by discussing the problem. This helps to improve team work.

5. Internship training:

Under this method, instructions through theoretical and practical aspects are provided to the trainees. Usually, students from the engineering and commerce colleges receive this type of training for a small stipend.

2. Off-the-job Methods:

On the job training methods have their own limitations, and in order to have the overall development of employee's off-the-job training can also be imparted. The methods of training which are adopted for the development of employees away from the field of the job are known as off-the-job methods.

The following are some of the off-the-job techniques:

1. Case study method:

Usually case study deals with any problem confronted by a business which can be solved by an employee. The trainee is given an opportunity to analyse the case and come out with all possible solutions. This method can enhance analytic and critical thinking of an employee.

2. Incident method:

Incidents are prepared on the basis of actual situations which happened in different organizations and each employee in the training group is asked to make decisions as if it is a real-life situation. Later on, the entire group discusses the incident and takes decisions related to the incident on the basis of individual and group decisions.

3. Role play:

In this case also a problem situation is simulated asking the employee to assume the role of a particular person in the situation. The participant interacts with other participants assuming different roles. The whole play will be recorded and trainee gets an opportunity to examine their own performance.

4. In-basket method:

The employees are given information about an imaginary company, its activities and products, HR employed and all data related to the firm. The trainee (employee under training) has to make notes, delegate tasks and prepare schedules within a specified time. This can develop situational judgments and quick decision making skills of employees.

5. Business games:

According to this method the trainees are divided into groups and each group has to discuss about various activities and functions of an imaginary organization. They will discuss and decide about various subjects like production, promotion, pricing etc. This gives result in co-operative decision making process.

6. Grid training:

It is a continuous and phased programme lasting for six years. It includes phases of planning development, implementation and evaluation. The grid takes into consideration parameters like concern for people and concern for people.

7. Lectures:

This will be a suitable method when the numbers of trainees are quite large. Lectures can be very much helpful in explaining the concepts and principles very clearly, and face to face interaction is very much possible.

8. Simulation:

Under this method an imaginary situation is created and trainees are asked to act on it. For e.g., assuming the role of a marketing manager solving the marketing problems or creating a new strategy etc.

9. Management education:

At present universities and management institutes gives great emphasis on management education. For e.g., Mumbai University has started bachelors and postgraduate degree in Management. Many management Institutes provide not only degrees but also hands on experience having collaboration with business concerns.

10. Conferences:

A meeting of several people to discuss any subject is called conference. Each participant contributes by analyzing and discussing various issues related to the topic. Everyone can express their own view point.

Self Paced Computer Based Training Media and Methods

Computer-based training (CBT) is a type of eLearning that uses computers to deliver instructional content. CBT can be used to train employees on new software programs, company policies, or safety procedures. It is also an effective way to retain knowledge and provide refresher training.

CBT can be employed to teach practically any subject feasible, although it is particularly good among studies involving computers. People frequently use CBT to learn how to use a specific computer program, like Microsoft Excel, or to learn a programming language, like Visual Basic.

Pros and Cons of Computer-Based Training

Pros

- **Self-paced learning** – There is no time limit on how fast the associate must grasp the content. If the associate is knowledgeable about the subject, they can proceed quickly. More time may be needed if the material is harder. This greatly improves each person's training experience.
- **Recordkeeping process** – A database tracking system keeps track of each associate's training module completions. Additionally, the outcomes of examinations and quizzes can be recorded to show how well the subject has been retained.
- **Flexibility** – From a scheduling perspective, CBT offers significant benefits. There are no problems with group schedules so everyone can attend a training session. The training is typically offered around the clock, and employees can participate without leaving the workplace.
- **Less instructor training** – In many corporations, the instructional strategy is frequently to "train the trainer." High-level department directors are typically the ones who receive the initial training; however, they must spend a lot of time learning the material before presenting it to others. This frequently leads to an expensive and inefficient training procedure.
- **Frequent updates** – With CBT, it's possible to adjust the content whenever necessary. Updated material would typically only be included once a year in regular classroom training. On the other hand, CBT enables real-time updates.
- **Consistent content** – When using classroom training, several instructors may deliver the content slightly differently. Meanwhile, everyone hears the same message when using CBT.
- **A large number of learners in a short period** – We are aware of a company that was required by a CIA directive to train more than 1,600 personnel in 120 days. This would have been extremely difficult to do with a conventional classroom teaching method. These demanding criteria were effectively addressed by adopting CBT.

Cons

- **Accessibility** Accessibility is a major drawback of CBT. Even though it's hard for most of us to imagine, not everyone has access to a computer terminal at work or at home. Although this issue can be solved, making CBT mandatory for everyone could have a big impact.
- **Lack of human interaction** – There is no denying that traditional classroom training provides face-to-face learning, which many individuals find more comfortable. People prefer to ask questions and receive prompt responses. There is immediate response on concerns and other discussion topics in a classroom setting. This atmosphere also aids in preventing misunderstandings.

Computer-Based Training Examples

E-learning

E-learning is built on formalized learning that has been electronically organized. It is available in a variety of formats, including online courses and videos, which the students can access on any digital device. Since it enables professionals to improve and refine their abilities regardless of their time and location, it is recognized as one of the best computer-based training examples.

Webinar

A presenter who has been assigned to this computer-based training will cover particular subjects or provide examples of processes. The broadcast can include interactive slides and pre-recorded videos in addition to a live video feed. To make this exercise engaging and more involved, breakout sessions, polls, and surveys are frequently used.

Video training

Video training, in its simplest form, refers to a training technique where content is provided in a video format. If you want to teach your team how to handle a specific procedure, task, or issue, this is the best computer-based training example to use.

This is mainly because most students who are exposed to moving pictures, music, and text are more capable at understanding these subjects. Learners can record and replay video training sessions whenever they need to review or recall subjects.

BRAINSTORMING

Definition of brainstorming

Brainstorming is a creative thinking technique for coming up with new ideas and solving problems. Teams use this ideation method to encourage new ways of thinking and collectively generate solutions. Brainstorming encourages free thinking and allows for all ideas to be voiced without judgment, fostering an open and innovative environment. This process typically involves a group of people, although it can be done individually as well.

PURPOSE OF BRAINSTORMING

The primary purpose of a brainstorming session is to generate and document many ideas, no matter how “out there” they might seem. Through this lateral thinking process, inventive ideas are suggested, which sparks creative solutions. By encouraging everyone to think more freely and not be afraid to share their ideas, teams can build on each other’s thoughts to find the best possible solution to a problem.

Brainstorming usually takes place in a group setting where people get together to creatively solve problems and come up with ideas. However, it’s also useful for individuals who need to explore novel solutions to a problem. Sitting down by yourself and writing down solutions to potential problems is a great way to brainstorm individually. Focusing your mind on a defined problem allows you to think of many creative ways to get to an answer. While brainstorming normally allows for free-form methods of thinking and doesn’t require many rules, the best results usually stem from controlled sessions. Posing questions and role-playing different scenarios during the brainstorming session is a smart way to pull out unusual ideas and never-before-thought-of solutions.

BENEFITS OF BRAINSTORMING

Encourages creativity

Brainstorming sessions are meant to be free of judgment. Everyone involved is meant to feel safe and confident enough to speak their minds. There will be some good and some bad ideas, but this doesn’t matter as long as the final outcome is one that can solve the problem. This kind of free-thinking environment, along with a few essential brainstorming rules, encourage creativity in the workplace.

Fosters collaboration and team building

Brainstorming is not only good for problem-solving. It also allows employees and team members to understand how the people around them think. It helps the team get to know each other’s strengths and weaknesses and helps build a more inclusive and close-knit workforce.

Generates innovative, revolutionary ideas

Brainstorming is the perfect mix between a free-thinking, creative environment and one that is governed by rules. Being faced with a defined problem or asking questions like “What do we do in X scenario?” forces everyone in the room to come up with ideas and solutions. No two people think alike. So, combining the good parts of everyone’s answers will result in holistic and revolutionary solutions.

Establishes different perspectives

One of the major benefits of brainstorming is that it allows and encourages all members of the session to freely propose ideas. This type of environment fosters courage in people who may not usually offer their perspective on a problem. Garnering a range of different perspectives can lead to a never-before-thought-of solution.

Introduces many ideas quickly

The beauty of brainstorming is that it encourages teams to come up with many ideas in a relatively short period of time. Ideas are thrown around, and every train of thought is documented. Different perspectives give different answers, and sifting through a few good answers in quick succession may lead to the perfect solution in no time.

Types of brainstorming techniques

There are plenty of creative brainstorming techniques to choose from. Here are some of the most popular ones:

Reverse brainstorming

In a typical brainstorming session, the group is asked to consider solutions to a problem. This means that they will spend time thinking about the outcome — the end goal — rather than the root of the problem — the starting point. Reverse brainstorming is simply the opposite: teams are asked to ideate on the problem instead of the solution. This type of brainstorming is done before the start of an important project, as it helps teams anticipate any future obstacles that might arise. To help frame this way of thinking, use a [Reverse Brainstorming Template](#) to get the team started.

Random word brainstorming

One of the main goals of a brainstorming session is to come up with new ideas. One of the best ways to do this is to say the first words that come to mind when a specific topic or subject is mentioned. Random word brainstorming allows for exactly that. The team is given a problem, and they need to shout out the first words that they think of, regardless of what they are. These words are then written down and later put into interesting combinations to see if they will lead to a usable solution. This brainstorming method is extremely fast and

usually very efficient at solving a defined problem. The Random Words Brainstorming Template can help get you started.

The 5 Whys Method

Like the reverse brainstorming method, the 5 Whys method aims to look at the root causes of a problem to stop that same issue from arising again. This method attempts to curb the problem before it can reoccur by asking the question “why?” over and over until it can no longer be answered. Once you reach this stage, you have arrived at the root cause of the issue.

SCAMPER model

Developed by Bob Earle, an author of creativity books for kids, the SCAMPER model was originally a game aimed at imagination development in adolescents. It has, however, become popular in the corporate world as a means of improving and encouraging creativity in team members when dealing with complex, defined problems. Using this model, your team will view a problem through 7 filters: substitute, combine, adapt, modify, put to another use, eliminate, and reverse.

RAPID IDEATION

Rapid ideation brainstorming is almost the exact same thinking model as random word brainstorming. In this method, however, everyone writes down the solutions they are thinking of instead of shouting them out. This gives participants a bit more privacy with their immediate thoughts — possibly leading to even more creative and revolutionary outcomes.

Starbursting

Once again, brainstorming can change based on the team’s perspective and each session’s expected outcome. Starburst brainstorming focuses on getting the team to ask questions instead of coming up with answers.

How to hold a brainstorming workshop

Ready to harness the power of a well-run brainstorming session? Here’s a step-by-step guide on how to organize a successful brainstorming workshop:

1. Assign a facilitator

When done as a group, a brainstorming session needs to have boundaries. You need to choose someone who will facilitate the session and provide guidelines for the thinking exercises that the group will partake in. This is so the session doesn’t get too scattered and stays on the right track. The facilitator should pose questions and guide the group from start to finish.

2. Establish context and ensure group understanding

A brainstorming session cannot be properly carried out without context. The group must understand why they are meeting and what the end goal of the session is. Everyone should also understand the meaning of brainstorming and what to expect from the brainstorming process. The brainstorming method that will be used should also be established (see point 5) and explained at the outset.

3. Define an objective

While brainstorming is often looked at as a form of free-thinking creativity, it is best to try to stay within certain rules. It's essential that you define a clear objective and use the session to reach your predetermined goal.

4. Set a time limit

Setting a defined time limit before the session starts is important to the success of your brainstorming session. No doubt your team could come up with countless ideas, but there has to be a limit on how long the session can run. Knowing that you need to solve a problem within one hour, for instance, will help the team focus on the job at hand and come up with ideas faster. It will also keep everyone thinking about the same problem.

5. Decide on the brainstorming technique

The brainstorming technique that will be used must be decided on before the session begins. The best way to do this is to look at the problem at hand. If you're looking to prevent obstacles from arising in the future, try the "5 Whys" technique. If you're looking to come up with new marketing ideas or get creative with workplace conflicts, try the rapid ideation technique.

6. Set some ground rules

As stated above, the best and most productive brainstorming sessions are those that allow for free thinking and creativity within preset boundaries. Brainstorming ground rules are essential to the success of the session, as they keep everyone focused on the topic at hand and ensure that no one goes off track.

7. Capture all ideas

The entire point of a brainstorming session is to come up with as many ideas as possible, regardless of whether the standalone suggestion will lead to success. This means that you need to use the right tools to document the ideas being suggested. Miro has a host of idea-

capturing tools, including a simple-to-use visual platform for remote brainstorming sessions and digital sticky notes.

8. Discuss and vote on ideas

After all the ideas have been captured, it's time to discuss them. The team needs to be productive in choosing a creative idea that suits the problem, or they can try combining a few ideas to come up with a holistic solution. To make decisions as a group and come to an agreement, teams can use the dot voting method. This technique reveals group priorities and helps everyone reach a consensus on the direction to take.

9. Turn ideas into action

Once the final idea has been chosen, it's time to create a plan of action and a deadline for the idea to be put in place. Transform your ideas into detailed, tangible steps with the Action Plan Template. This will help with coordination between team members and ensures that nothing is missed.

Tips for your brainstorming activities

While all brainstorming sessions look a little different, here are some best practices to get the most out of yours:

Record all ideas

If you want to have a successful and productive brainstorming session, it's important that you capture every idea suggested, good and bad. An idea might seem silly when first brought up, but it might become an invaluable idea as the session moves on. Capture everything, and right at the end, work out which ideas best suit the problem.

Ensure that everyone's ideas are heard

When brainstorming is done as a group activity, everyone needs to feel comfortable and confident to propose ideas. The best way to make sure the environment fosters these feelings is to make the session feel like a conversation, not a presentation. Create a safe and open environment that gives everyone equal opportunity to voice their opinions and ideas.

Focus on quantity

People often like to say, "Focus on quality, not quantity," but it's the opposite when brainstorming. In a brainstorming session, you should focus on getting as many ideas on the board as possible, even if they're only one-word ideas. These can all be used to come to a holistic solution at the end of the session. Each suggestion could be invaluable if you're coming up with a combined idea.

Mix it up

Brainstorming should be a fun and creative endeavor. You shouldn't be too rigid — though some ground rules are important. If your team has weekly brainstorming sessions, try new brainstorming techniques and activities each time you meet. This will keep your team members on their toes and help make them excited about the next meeting. It will also encourage out-of-the-box thinking, which is essential to any successful brainstorming session.

Avoid criticism

We'll say it again: there are no bad ideas in a brainstorming session. This is the attitude that all team members must adopt when entering the session. No one should be criticized for the ideas that they propose. The best way to foster an environment that is devoid of criticism and encourages creativity is to maintain a relaxed approach. This will make everyone feel comfortable and happy to contribute their ideas.

CASE STUDIES AND ROLE PLAYS

Case studies

Case studies are typically used to apply several problem-solving concepts and skills to a detailed situation with lots of supporting documentation and data. A case study is usually more complex and detailed than a scenario. It often involves a real-life, well documented situation and the students' solutions are compared to what was done in the actual case. It generally includes dialogue, creates identification or empathy with the main characters, depending on the discipline. They are best if the situations are recent, relevant to students, have a problem or dilemma to solve, and involve principles that apply broadly.

Role plays

Role plays can be short like scenarios or longer and more complex, like case studies, but without a lot of the documentation. The idea is to enable students to experience what it may be like to see a problem or issue from many different perspectives as they assume a role they may not typically take, and see others do the same.

Case studies

The contents of case studies should: (Norton, 6)

- Connect with students' prior knowledge and help build on it.

- Be presented in a real world context that could plausibly be something they would do in the discipline as a practitioner (e.g., be “authentic”).
- Provide some structure and direction but not too much, since self-directed learning is the goal. They should contain sufficient detail to make the issues clear, but with enough things left not detailed that students have to make assumptions before proceeding (or explore assumptions to determine which are the best to make). “Be ambiguous enough to force them to provide additional factors that influence their approach” (Norton, 6).
- Should have sufficient cues to encourage students to search for explanations but not so many that a lot of time is spent separating relevant and irrelevant cues. Also, too many storyline changes create unnecessary complexity that makes it unnecessarily difficult to deal with.
- Be interesting and engaging and relevant but focus on the mundane, not the bizarre or exceptional (we want to develop skills that will typically be of use in the discipline, not for exceptional circumstances only). Students will relate to case studies more if the depicted situation connects to personal experiences they’ve had.
- Help students fill in knowledge gaps.

Role plays

Role plays generally have three types of participants: players, observers, and facilitator(s). They also have three phases, as indicated below:

Briefing phase: This stage provides the warm-up, explanations, and asks participants for input on role play scenario. The role play should be somewhat flexible and customizable to the audience. Good role descriptions are sufficiently detailed to let the average person assume the role but not so detailed that there are so many things to remember that it becomes cumbersome. After role assignments, let participants chat a bit about the scenarios and their roles and ask questions. In assigning roles, consider avoiding having visible minorities playing “bad guy” roles. Ensure everyone is comfortable in their role; encourage students to play it up and even overact their role in order to make the point.

Play phase: The facilitator makes seating arrangements (for players and observers), sets up props, arranges any tech support necessary, and does a short introduction. Players play roles, and the facilitator keeps things running smoothly by interjecting directions, descriptions, comments, and encouraging the participation of all roles until players keep things moving without intervention, then withdraws. The facilitator provides a conclusion if one does not arise naturally from the interaction.

Debriefing phase: Role players talk about their experience to the class, facilitated by the instructor or appointee who draws out the main points. All players should describe how they

felt and receive feedback from students and the instructor. If the role play involved heated interaction, the debriefing must reconcile any harsh feelings that may otherwise persist due to the exercise.

Case Studies T-group

There are a number of group types.^{[4][5]}

Task groups focus on the here and now, involving learning through doing, activity and processing; and involves daily living skills and work skills.

Evaluative groups focus on evaluating the skills, behaviors, needs, and functions of a group and is the first step in a group process.

Topical discussion groups focus on a common topic that can be shared by all the members to encourage involvement.

Developmental groups encourage the members to develop sequentially organized social interaction skills with the other members.

1. Parallel groups are made up of clients doing individual tasks side by side.
2. Project groups emphasize task accomplishment. Some interaction may be built in, such as shared materials and tools and sharing the work.
3. Egocentric cooperative groups require the members to select and implement the task. Tasks are longer term and socialization is required.
4. Cooperative groups require the therapist only as an advisor. Members are encouraged to identify and gratify each other's social and emotional needs in conjunction with task accomplishment. The task in a cooperative group may be secondary to social aspects.
5. Mature groups involve the therapist as a co-equal member. The group members take on all leadership roles in order to balance task accomplishment with need satisfaction of the members.

Self-help groups are supportive and educational, and focus on personal growth around a single major life disrupting problem (for example, Alcoholics Anonymous).

Support groups focus on helping others in a crisis and continue to do so until the crisis is gone and is usually before the self-help group.

Advocacy groups focus on changing others or changing the system, rather than changing one's self: "getting one from point A to point B".

Psychotherapy groups focus on helping individuals in the present that have past conflicts which affect their behavior.

Case Study: A Transactional Analysis

or those of you who are Coaches or want to become a Coach here is my second Transactional Analysis: Coaching Case Study 2.

As you work regularly with your Client using Transactional Analysis (TA) there will be a build up of shared models and knowledge. This will allow you to use a number of models together to build some richness.

The Case Study-Transactional Analysis

It makes sense to carry on using the example of the Client I wrote about last time. As I mentioned previously there are so many examples I could choose but by sticking with this one we have some continuity.

My Client started her journey by learning about Working Styles and Drivers. Last time I discussed how we identified a Be Perfect Driver that kept showing up when she was managing her team. As a result she was micro-managing and feeling that no one was “good enough”.

She also reported back about those times when she realised she had made a mistake or got something wrong. She felt as if she were “not good enough” and would often become very defensive. She realised that she felt like she was not perfect enough.
