

# Training As a Tool to Improve Organisational Efficiency

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**Abstract—** Organisational functioning requires periodical comparison of performance efficiency with goals. When the performance efficiency falls short of expected results appropriate course correction needs to be implemented. Among the many options open to the management in that context employee training may become essential. This article examines how to systematically identify the strategy when such employee training is determined as a remedy. The focus will be on improving employee performance efficiency by providing appropriate training covering all the three domains namely skill, knowledge, and attitude to add value to the training effort.

**Index Terms—** Organisational performance – Profitability Assessment - Customer Compliant – product quality - cause of in efficiency – Human factors – Training as tool.

## I. INTRODUCTION

Organisational efficiency may be assessed to fall short of established goals. The symptoms of such inefficiencies may be manifested in the form of frequent customer complaints, lower productivity and loss of profitability, employee unrest, inability to meet production schedules, improper use of resources etc. Often employee performance may be perceived as a cause of above inefficiencies. Employee training may provide the remedial solution to tackle the above causes of organisational in-efficiency. A systematic approach to identify training needs, effective implementation of training and evaluation of training effectiveness would be necessary.

## II. MEANING OF TRAINING

Training is an organized procedure for increasing the knowledge and skill of people for a specific objective which in general results in the change of behavior and attitude. Training as a remedial measures for improving organisational performance. Organisational inefficiencies are assessed in the following ways:

- 1) Failure to meet production targets.
- 2) High percentage of defective products.
- 3) Inability to meet time schedules.
- 4) Frequent customer complaints.
- 5) Improper use of resources.
- 6) Lack of cost effectiveness and profitability.

The above conditions can be remedied through appropriate training of employees.

Training is mainly focused on improving employee performance. Therefore, successful training will depend upon the following factors.

- 1) Decrease in employee turnover.
- 2) Decrease in absenteeism.
- 3) Decrease in number and severity of accidents.
- 4) Betterment of employee morale.
- 5) Complaints regarding monetary and other compensation.
- 6) Decrease in employee grievances.

## III. OBJECTIVES OF TRAINING

- 1) To enable the worker to become conscious of cost effectiveness of his performance.
- 2) To enable the worker to understand how efficiently he is able to meet production norms.
- 3) To enable the worker to become aware of the quality of his work efficiency.
- 4) To enable the worker to accept least supervision.
- 5) To enable the worker to show higher morale and motivation on the job.
- 6) To enable the manager to discharge his responsibilities well.
- 7) To ensure lesser staff turnover.
- 8) To enable the organisation implement optimum Human Resources practices.
- 9) Ensuring health and safety of the employees.
- 10) To achieve organisational stability and flexibility.

## IV. WHY TRAINING FAILS

**1. Lack of Incentives by Management.** Any policy, programme or strategy cannot be successful until and unless it has full support and appreciation of management. If the benefits of training are not clear to top management and they are management only concerned with production, sales, income, expenditure etc. They don't know about the increase in production due to training programmes. The top management hardly rewards supervisors for carrying out effective training.

**2. Insufficient planning and budget Provision:** Planning requires systematic and organized steps to be followed for training programmes and for making them successful. Planned and directed actions are most important. Top management rarely plans budgets systematically for training. Training needs and objectives cannot be accomplished without sufficient funds provided in the budget.

**3. No integration of Training with Production activity:** The middle management, without proper incentives from top management may fail to integrate training, does not account for training with production from above, thus first line supervisors may have difficulty in maintaining production norms. Because of both the factors, training receives little

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significance Training is termed as a wastage of time and money in some traditional organisations.

**4. Choice of trainers:** In organizations, where there are no staff training centres but follow the tradition of sponsoring the candidates to some other organisations for external training may find the practice to be less fruitful in the sense that it does not provide the same environment of the participants organization's. The teaching methods may also be contrary to the practices of the participants' organization. It is also difficult for the trainers to be aware of the policies, procedures, living and working conditions, plant location and layout nature of product etc of the trainees organization. So the purpose of training is deviated. Moreover timely information about external programmes may be difficult to obtain.

**5. Competency of Trainers:** A trainer must be professionally qualified, experienced, must be having liking and respect of people, It is a well-established fact that the success of the training programme largely depends on the competency and skills of trainers.

**6. Defective designing of training programme:** The success of training, to a large extent, depends upon the designing of training programme to shot the trainees's needs, Physical setting of training programme, period of training, method of imparting training etc. are certain steps to be decided and implemented carefully. Any deviation, will make training a failure.

**7. Minimum Use of Communication Aids:** The basic purpose of training is to communicate ideas, skills, and methods and to develop motivational and perceptual skills of the trainees. The trainer must able to clarify the doubts of the trainee's.

**8. Inadequate Reinforcement and Feedback:** As already, stated training evaluation is done by various methods. One of the methods is pre-training and post-training comparison by which impact of training may be found out. Without feedback training effectiveness will be dark and dismal. Reinforcement is also most desirable to encourage trainees to practice what has been learnt. But the poor feedback system makes training an unsuccessful phenomena.

V. ENSURING SUCCESS OF TRAINING AS A REMEDIAL MEASURES

Training should be based a proper training needs analysis. Such analysis should include

- 1) Organisational level practices.
- 2) Department level procedures and
- 3) Individual strength and weakness of the employees.

Therefore, a study of organisational system departmental procedures and individual needs should form the basis for designing and implementing training schemes.

Evaluation for procedure should be related to organisational inefficiency mentioned earlier. Evaluation of organisation systems the extent to which every employee has understood and accepted the organisational role and follows them in his job performance. These include:

- 1) Smooth running of departmental activity
- 2) Confidence and respect for supervisory controls
- 3) Perfection and Satisfaction on the job
- 4) Perception of individual career growth

- 5) Belief in top management support.
- 6) Appropriate training input and implementation.
- 7) Opportunity for participation in all organisational practices.

Currently, the trend is for employee to be a part of all organisational factors. Such participation request well acquired skills of participation during training. The training programme in corporate this aspects by introducing participation training methods. Least important is given to conventional lecturing methods. Instead training provide chances for problem solving group discussion and appropriate practice sessions.

Training methods

On- the job methods	Off- the job methods
Job rotation	Vestibule training
Coaching	Role playing
Job instruction	Lecture methods
Committee assignment	Conference or discussion
	Programmed instruction

CONCLUSION

Over the life span of an organisation if may be observed that inefficiencies have crept in due to certain factors mentioned earlier. Efforts would be needed to remove the causes for such inefficiencies. In majority of the causes employee performance may be assessed as the primary factor to be corrected. Training of employees to be build confidence, new knowledge and skills may call for top priority of consideration. The systematic way for such action has been presented in the foregoing paragraph.

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