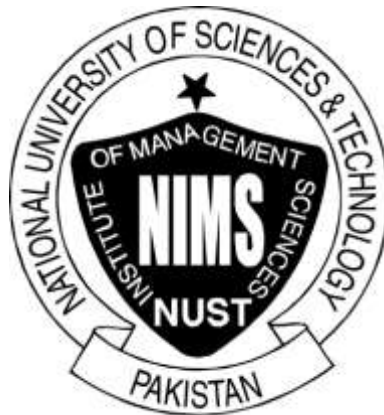


EMPLOYEE TRAINING AND CAREER DEVELOPMENT



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*They flash upon that in wind eye,
Which is the bliss of solitude.....*

Executive Summary

Employee training and Career Development are important not only for the employee but also for the organization itself. Employee Training and Employee Career Development will provide the organization with highly skilled and well-developed employees. Training is a learning experience in that it seeks relatively permanent change in an individual that will improve the ability to perform on the job. Employee training and Employee development are both similar in the methods used to effect learning; only their time frames differ. Training is more present day oriented; its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. Employee development, on the other hand, generally focuses on future jobs in the organizations.

Presence of highly qualified trainers for employees having a specific level of education, experience, skills, attitudes and personal motivations will further enhance the effectiveness of the Employee Training and Development. Training is believed to increase the morale of the employees. It is observed that organizations which are concerned about their employee training and development needs have very loyal employees.

Through better Training Programs, organizations are able to change their employees' skills, knowledge, attitudes towards their jobs and related performances as well as their behavior. Training and Development programs prepare employees to develop skills necessary for the organization to survive in today's world of thriving competition.

TABLE OF CONTENTS

Chapter no.	Topic	Page no.
1	Introduction	1
1.1	Training and development	1
1.2	Research Questions	4
1.3	Theoretical Frame work	5
1.4	Hypothesis	6
1.5	Objectives	7
1.6	Significance of the study	8
1.7	Limitations of the study	8
1.8	Scope of the study	8
1.9	Definitions of terms	9
2	Literature Review	11
2.1	The training and development function	11
2.1.1	Conclusion of the training and development function	12
2.1.2	Training and development phases	12
2.2	The training and development department	13
2.2.1	Changes in the organization	14
2.3	What is employee training	14
2.4	Difference between employees training and employee department	15
2.5	Learning; critical for job effectiveness	15
2.6	Determining training needs	16
2.6.1	Signals warning that training is necessary	16
2.6.2	Establishments of goals	17
2.7	Training methods	17
2.7.1	On-the-job training	18
2.7.1.1	Drawbacks	18
2.7.1.2	Two types of on-the-job training	18
2.7.2	Off-the-job training	19
2.7.2.1	Off-the-job training methods	20
2.8	What is employee development	22
2.8.1	Employee development methods	23
2.8.1.1	Job rotation (On-the-job technique)	23
2.8.1.2	Assistance to positions (On-the-job technique)	23
2.8.1.3	Committee assignment (On-the-job technique)	24
2.8.1.4	Lecture courses and seminars Off-the-job techniques)	24
2.8.1.5	Simulations (Off-the-job technique)	25

2.8.1.6	Outdoor training (Off-the-job technique)	26
2.8.2	Two special cases of development	26
2.9	Evaluating training and development effectiveness	30
2.9.1	How do we evaluate training programs	31
2.9.2	Performance based evaluation measures	31
2.9.2.1	Post-training performance method	31
2.9.2.2	Pre-Post-Training Performance Method	32
2.9.2.3	Pre-post-training performance with control group method	32
2.10	International training and development issues	33
2.11	Management development	35
2.12	What is career development	36
2.13	Individual versus organizational perspective	37
2.14	Career development versus employee development	38
2.15	Career development: value for the organization	39
2.16	Career development: value for the individual	41
3	Research Methodology	43
3.1	Type of the study	43
3.1.1	Descriptive study	43
3.1.2	Co relational study	43
3.2	Research instruments	44
3.3	Respondents of the study	44
3.4	Sampling procedures	44
3.5	Statistical tools	45
4	Interpretation and Analysis of Data	46
5	Findings	69
6	Conclusions	72
7	Recommendations	79
	Bibliography	96
	Appendices	100

Chapter 1

INTRODUCTION

1.1. TRAINING AND DEVELOPMENT

Training is a learning experience in that it seeks relatively permanent change in an individual that will improve the ability to perform on the job. Employee training and Employee development are both similar in the methods used to effect learning; only their time frames differ.

Training is a more present day oriented; its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs.

Employee development, on the other hand, generally focuses on future jobs in the organizations. As jobs and career progress, new skills and abilities will be required. Irrespective of whether one is involved in employee training or development, the same outcome is required. That is to help individuals learn (Baeker,buxton and Grudin, 1995).

Moreover, one may wonder that what, if and, what are the differences between career development and employee development. Career development looks at the long-term career effectiveness and success of organizational personnel. These two concepts are closely linked; employee training and development should be compatible with an individual's career development in the organization. But a successful career program, in attempting to match individual abilities and aspirations with the needs of the organization, should develop people for the long-term needs of the organization and address the dynamic changes that will take place over time (Craig,1996).

Employee development is more future oriented and more concerned with education than employee job-specific training. It is important to consider one important component of employee development all employees, regardless of level, can be developed.

The most popular training and development methods used by organizations can be classified as either **on-the-job** or **off-the-job** training.

On-the-job training is the most widely used training methods. The popularity of these can be attributed to their simplicity and their impression that they are less costly to operate. On-the-job training places the employees in actual work situations and makes them appear to be immediately productive. It is learning by doing. For jobs that either are difficult to stimulate or can be learned quickly by watching and doing, on-the-job training makes sense. One of the drawbacks of on-the-job-training can be low productivity while the employees develop their skills. Another drawback can be the errors made by the trainees can create are minimal where training facilities and staffs are limited or costly, or where it is desirable for the workers to learn the job under normal working conditions, the benefits of on-the-job training frequently off-set the drawbacks. There are two types of on-the job training; apprenticeship programs and job instruction training (JIT) (Fuller,1997).

People seeking to enter skilled trades-to become, for example, technicians (heating/air-conditioning/ventilation technicians), plumbers or electricians are often require to undergo apprenticeship training before they are elevated to master-technician status. Apprenticeship training program put the trainee under the guidance of a master worker. The argument for apprenticeship program is that the required job knowledge and skills are so complex as to rule out anything less then a period of time where the trainee understudies a skilled master. During World War II, systematic approach to on the job training was developed to prepare supervisors to train employees. This approach was called job instruction training (JIT) (Faultier, 1998).

JIT proved highly effective and became extremely popular. JIT consists of four basic steps:

1. Preparing the trainees by telling them about the job and overcoming their certainties
2. Presenting the instructions, giving essential information in clear manner.
3. Having the trainees try out to make sure he has understood what his job really is.
4. Placing the workers in the job, on their own, with designated resource person to call upon should they need assistance.

Job instruction training application can achieve impressive result. By following these steps, studies indicate that employee turnover can be reduced. A higher level of employee moral has been witnessed, as well as decreases in employee accidents.

Off-the-job training covers a number of techniques-classroom lecture, films, demonstrations, case studies and other simulation exercises, and programmed instructions. The facilities needed for each facility vary from a small, makeshift, classroom to an elaborate development center with large lecture halls, supplemented by small conference rooms with sophisticated instructional technology equipment. Because of its growing popularity in today's technology-oriented organization, however, programmed instruction warrants a closer look (Fuller, 1997).

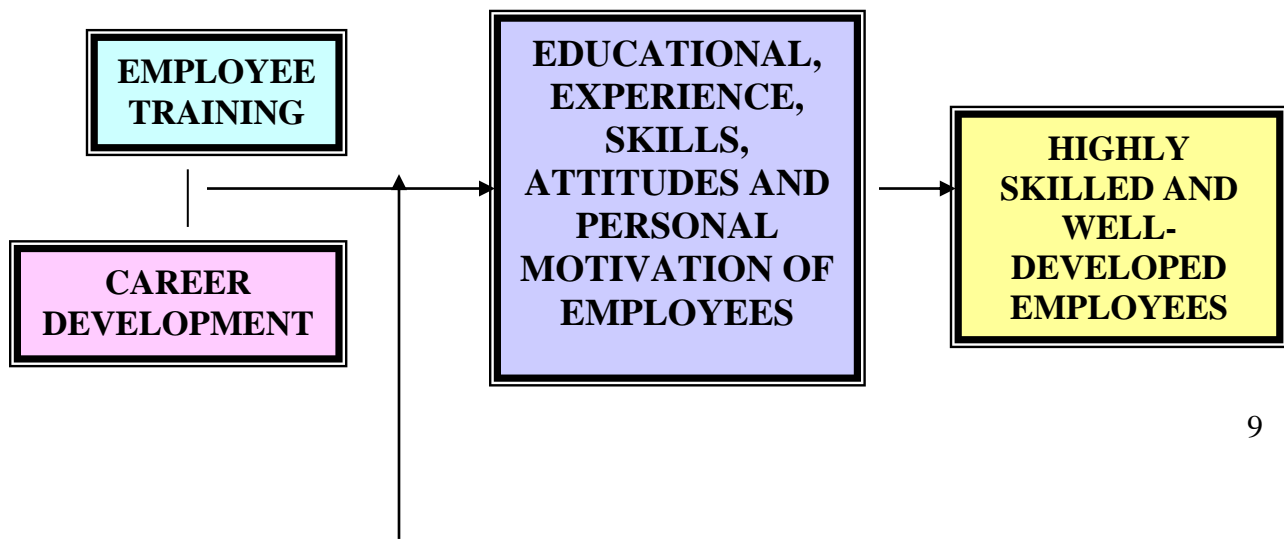
The programmed instruction techniques can be in the forms of programmed tests and manuals, or video displays, while in some organizations sophisticated training machines are utilized. All programmed instructions approaches have a common characteristic. They condense the material to be learned into highly organized, logical sequences that require the trainee to respond. The ideal format provides for nearly instantaneous feedback that informs the trainee if his or her response is correct. As technology continues to evolve, one can expect programmed instruction to be come more dominant. Two noticeable versions, interactive videodisks (IVDs) and Virtual Reality, are gaining momentum in corporate training. These training and development methods have provide to be effective and productive for employee and Career Development (Craig, 1996).

1.2. RESEARCH QUESTIONS

- How does an organization assess whether there is a need for training and what kind of signals can warn employee supervisors that employee training may be necessary?
- To what extant \employee training leads to Employee and Career Development in future in achieving its goals?

- Does Employee Training and Development increase employee moral and motivational level?
- To what extent a need analysis is required to be conducted i.e., to analyze the audience to ensure that the program will be suited to their specific levels of education, experience, and skills, as well as their attitude and personal motivations?
- To what extent organizations on the whole benefit from Employee Training and Career Development?

1.3. THEORETICAL FRAMEWORK



Employee Training and career Development leads to highly skilled and well-developed employees. This could be made possible in the presence of highly qualified trainers for the employees with a specific level of education, experience and skills as well as their attitudes and personal motivation.

INDEPENDENT
VARIABLE

INTERVIENING
VARIABLE

DEPENDENT
VARIABLE



MODERATING
VARIABLE

Employee Training and Employee Career Development will provide the organization with highly skilled and well-developed employees. Furthermore, the presence of highly qualified trainers for employees having a specific level of education, experience, skills, attitudes and personal motivation will further enhance the effectiveness of the Employee Training and Development. Training gives new or present employees the skill they need to perform their jobs. Training strengthens employee commitment and makes them more competitive which make them an asset for their organization in future. Furthermore, employee's career development also flourishes under these training and development programs. Trainers need to identify specific job performance skills needed to enhance and improve performance as well as productively. The employees as an audience should be analyzed to ensure that the program would be suited to their specific level of education's, experience, and skills, as well as their attitudes and personal motivation. Trainers use to research to develop specific measurable knowledge and development program. A trainer has a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job (Craig, 1992).

Basically through better Training programs organizations obtain changing of their employee' skills, their knowledge, their attitudes towards their jobs and related performances as well as their behavior.

Employees get a sense of belonging with their respective organizations, find themselves more interested in the jobs or tasks they perform and as there performance improves, their morale and motivational level rises. Therefore, a successful career program, that attempts to match individual abilities and aspirations with the needs of the organization, develops people for the long-term needs of the organization and address the dynamic changes that will take place over time (Porter and McKippin, 1998).

1.4. HYPOTHESES

- There is no significant difference on the opinion of Foreign Banks' employees and Local Banks' employees on how they perceive Employee Training and Career Development and their impact on highly skilled and well-developed employees.
- There is no significant difference in the opinions of Foreign Banks employees and Local Bands employees regarding Employee Training and Career development.
- There is no significant difference between Trainer's qualification and effectiveness of the training programs.
- There is no association in the opinion of Foreign Banks and Local Banks on how they perceive level of education, skills, experience, attitude and persona, motivation of employees necessary for an effective training program.
- There is no relationship between local and foreign bank employees on how they understand the impact of training on selection for promotion. There is relationship between training and motivation of employees as perceived by foreign banks and local banks.

1.5. OBJECTIVES

- To identify that Employee Training and Career Development leads to highly skilled and well-developed employees.
- To study that the presence of highly qualified trainers is an essential element of a successful training program.
- To find out that whether employees' education, skills, attitudes and personnel motivation play any role in making a Training and Development program a success.
- To find out whether Employee Training and Career development programs play any role in Organization Development.

1.6. SIGNIFICANCE OF THE STUDY

The major significance of the study of Employee Training and Career Development programs is to enhance the importance of training and development programs and that how it leads to highly skilled and well developed employees in an organization. It also throws light on the importance of the presence of high level of the qualification and capabilities of trainers. It also studies that there is a need of specific level of employees' (to be trained) skills, education, experience, attitude and personal motivation. Because not everyone or any one can benefit from a specific level of training and development programs (Baeker , Buxton and Grudin, 1995).

In short this study will help to find out the fact that how true it is to say that an organization on the whole benefits from these training and development programs.

1.7. LIMITATIONS OF THE STUDY

The limitation of the study includes firstly, the time limitations because there is time duration for the completion of every part of the report. As a student I have a limited budget for the completion of this task. Moreover, obtaining information from different organization was also to limited extent. Moreover, firms do not disclose their information easily.

1.8. SCOPE OF THE STUDY

The scope of the study is that we will be able to analyze how true this fact is that Employee Training and Career Development leads to highly skilled and well-developed employees. And that the presence of highly qualified trainers is an essential element of a successful training program. This study will show that whether employees' education, skills, attitudes and personnel motivation play an important role in making Training and Development program a success. Moreover, we will see how these programs are beneficial for the organizations on the whole.

My research on "Employee Training and Career Development" will pertain to the banking sector only. Within the banking sector, my main focus will be on the following Foreign and Local Banks;

Foreign Banks

1. ABN AMBRO Bank
2. Citi Bank
3. Standard Chartered Bank

Local Banks

1. Askari Commercial Bank
2. Bank Al-Habib
3. Muslim Commercial Bank

1.9. DEFINATION OF TERMS

- **Apprenticeship Training:** In this type of training the trainee is put under the guidance of a master worker, as in the case of plumbers or technicians etc.
- **Career development:** Career Development looks at the long-term career effectiveness and success of organization personnel.
- **Employee Training:** It is more present day oriented; its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs.
- **Employee Development:** It focuses on future jobs in the organization. Employee development is designed to help the organization ensure that it has the necessary talent internally for meeting future human resource needs. The focus of employee development is on a future position within the organization for which the employee requires additional competencies.
- **Job instruction Training (JIT):** It is a systematic approach to on-the-job training to prepare supervisors to train employees.
- **Motivation:** The Willingness to exert high levels of effort to reach organization goals as conditioned by that effort's ability to satisfy some individual need.
- **Organization:** A deliberate arrangement of people to accomplish certain specific purpose.
- **On-the-job- Training:** It is learning by doing, in this methods employees are placed in actual work situation.
- **Off-the-job Training:** A training process in which a number of techniques are used for the purpose of training employees e.g., class-room lectures, films, demonstrations, case studies and other simulation exercises, and programmed instructions.

- **Programmed Instruction:** These instructions condense the material to be learned by employees during off-the-job training into highly organized, logical sequences that require the trainee to respond.

CHAPTER 2

LITERATURE REVIEW

2.1. THE TRAINING AND DEVELOPMENT FUNCTION

Whenever HRM embarks on hiring the process, it attempts to search and secure a candidate whom we labeled as the “best” possible candidate. And while HRM professionals pride themselves on being able to determine those who are qualified versus those who are not, the fact remains that few, if any, new employees can truly come into an organization and immediately become fully functioning, 100 percent performers (Allesi and Trollip, 1985). First, employees need to adapt to their new surroundings. Orientation is a means of bringing this adaptation about. While it may begin informally in the late stages of the hiring process, the thrust of orientation continues for many months after the individual begins working. During this time, the focus is to orient new employees to the rules, regulations, and goals of the organization, department, and work unit. Then as the employee becomes more comfortable with his or her surroundings, more intense training can occur (B. Werther and Davis 1996).

Reflection over the past few decades tell us that, depending on the job, employees often take a number of months to adjust to their new organizations and jobs. Does that imply that HRM has not hired properly, or the staffing function goals were not met? On the contrary, it indicates that intricacies and peculiarities involved in each organization’s positions resulting jobs being tailored to adequately meet organizational needs (Baeker, 1998). Accordingly, HRM plays an important role in shaping this reformulation of new employees so that within a short period of time they, too, will be fully productive.

To accomplish this, HRM embarks on four areas in the training and development phase:

1. Employees training
2. Employee development

3. Organization development
4. Career development

It is important to note that employee and career development are more employees centered, whereas training is designed to promote competency in the new job. Organization development, on the other hand, focuses on system wide changes. While each area has a unique focus, all four are critical to the success of the training and development phase (Baeker, Buxton and Grudin, 1995)

2.1.1. CONCLUSION OF TRAINING AND DEVELOPMENT FUNCTION

At the conclusion of training and development function, HRM attempts to reach the goal of having competent, adapted employees who possess the up-to-date skills, knowledge, and abilities needed to perform their current jobs more successfully. If that is attained, HRM turns its attention to finding ways to motivate these individuals to exert high energy levels (Bailey, 1993).

2.1.2. TRAINING AND DEVELOPMENT PHASES

1. Employee Training

Employee training is designed to assist employees in acquiring better skills for their current job. The focus of employee training is on current job-skill requirement (Baeker, Buxton and Grudin, 1995).

2. Employee Development

Employee development is designed to help the organization ensure that it has the necessary talent internally for meeting future human resource needs. The focus of employee development is on a

future position within the organization for which the employee requires additional competencies (Baker and O' Neil, 1994).

3. Career Development

Career development programs are designed to assist employees in advancing their work lives. The focus of career development is to provide the necessary information and assessment in helping employees realize their career goals. However, career development is the responsibility of the individual, not the organization (Battram and Gibson, 1997).

4. Organization Development

Organization development deals with facilitating system wide changes in the organization. The focus of organization development is to change the attitudes and values of employees according to new organizational strategy directions (Baeker, 1998)

2.2. THE TRAINING AND DEVELOPMENT DEPARTMENT

The training and development department of an organization is often responsible for a multitude of activities regarding training and developing employees. The training that occurs may be job-specific training or more developmental in nature (depending on whether or not line functions have their own trainers). Their focus, in either arena, is to enhance the personal qualities of the employees such that the improvements made will manifest into greater organizational productivity (Berger, 1996). More importantly, the training and development members are often better known as the organization's internal change agents. The role of these change agents, or organizational development specialists, is to help the members of the organization cope with change.

2.2.1. CHANGES IN THE ORGANIZATION

Changes that occur in an organization come in many forms. It can be cultural change where the philosophy, values, and ways of operating are changed by top management. For instance, changing from a production focus of producing whatever the company wants and selling it to the public, to a marketing focus where by what is produced and sold is contingent on consumer demand, requires a new organizational orientation. A change may also occur in the organization's structure, which can result in layoffs, new job assignments, team involvement, and the like, and again requires new orientations by the organizational members (Carr, 1992). We may also see changes in procedures or policies where employees must be informed and taught to deal with such occurrences. For instance, a growing concern of companies has been to implement policies to stop sexual harassment from occurring in the organization. Not only must employees understand what constitutes sexual harassment; they must also become more sensitive to issues surrounding a diverse work force. Training and development often lead this charge. In another area of training and development we find the activities surrounding career development. Training and development specialists are responsible for counseling employees, helping them to make better choices about their careers, and finding ways to achieve those desired goals (Chute, Thompson and Hancock, 1998).

2.3. WHAT IS EMPLOYEE TRAINING?

Training is learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. We typically say training can involve the changing of skills, knowledge, attitudes, or behavior. It may mean changing what employee knows, how they work, their attitudes towards their work, or their interaction with their coworkers or supervisor (Craig, 1996).

For our purpose, we will differentiate between employee training and employee development for one particular reason. Although both are similar in the methods used to effect learning, their time frames differ. Training is more present-day oriented; its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs.

For example, suppose you enter the job market during your senior year of college, pursuing a job as an HRM recruiter. Although you have a business administration degree with a concentration in Human Resource Management, when you are hired, you need some training in order. Specifically, you'll need to learn the company's HRM policies and practices, and other pertinent recruiting practices. This, by definition, is job-specific training that is designed to make you more effective in your current job (Dix, 1998).

2.4. DIFFERENCE BETWEEN EMPLOYEE TRAINING AND EMPLOYEE DEVELOPMENT

Employee development, on the other hand, generally focuses on future jobs in the organization. As your job and career progress, new skills and abilities will be required. For example, if you become a director of HRM, the skills needed to perform that job are quite different than those required for recruiting candidates. Now you will be required to supervise a number of HRM professional; requiring a broad-based knowledge of HRM and very specific management competencies like Communication skills, evaluating employee performance, and disciplining problem individuals. As you are groomed for positions of greater responsibility, employee development efforts will help prepare you for the day (Eurich, 1985).

2.5. LEARNING; CRITICAL FOR JOB EFFECTIVENESS

Irrespective of whether we are involved in employee training or employee development, the same outcome is require-learning. Learning is critical to making employees more effective on the job. Training programs may be required for promotions, job bidding (especially in unionized jobs), or for salary increases. Under any of these scenarios, it is the responsibility of the organization to ensure that training selection criteria are related to the job. Furthermore, equal training must exist for all employees. Organizations should also pay close attention to training completion rates. If protected group members fail to pass training programs more frequently than the "majority group," this might indicate a disparate impact in the training that is offered. Once again, organizations should monitor these activities, and perform periodic audits to ensure full compliance (Faulker, 1998)

2.6. DETERMINING TRAINING NEEDS

How an organization determines the training need? Such questions demonstrate the close link between strategic human resources planning and the determination of training needs. Based on our determination of the organization's needs, the type of work to be done, and the type of skills necessary to complete this work, our training program should follow naturally. Once we can identify where deficiencies lie, we have a grasp of the extent and nature of our training needs (Fuller, 1997).

2.6.1. SIGNALS WARNING THAT TRAINING IS NECESSARY

What kinds of signals can warn a manager that employee training may be necessary? The more obvious ones relate directly to productivity; that is, inadequate job performance or a drop in productivity. The former is likely to occur in the early months on a new job. When a manager sees evidence of inadequate job performance, assuming the individual is making a satisfactory effort, attention should be given to raising the worker's skill level. When anger is confronted with drop in productivity, it may suggest that skills need to be fine-tuned (Gagne, 1987).

In addition to productivity measures, a high reject rate or larger than usual scrapping may indicate a need for employee training. A raise in the number of accidents reported also suggests some type of retraining is necessary. There is also the future element: the changes that are being imposed on the worker as result of a job redesign or a technological breakthrough. These types of job changes require training that is preparation for planned change rather than a reaction to immediately unsatisfactory conditions. If deficiencies in performance are uncovered, it doesn't necessarily follow that the manager should take corrective action. It is important to put training into perspective. It has costs, which are often high, ranging from \$350 to \$1,400 per employee trained, and training should not be viewed as panacea. Rather, training should be judged by its contribution to performance, where performance is a function of skills, abilities, motivation, and the opportunity to perform. Managers must compare the value received from the increase in

performance that can be attributed to training with the costs incurred in that training (Gagne Briggs and Wagerm, 1992).

2.6.2. ESTABLISHMENT OF GOALS

Once it has been determined that training is necessary, training goals must be established. Management should explicitly state what results are sought for each employee. It is not adequate merely to say the change in employee knowledge, skills, attitudes, or behavior is desirable; we must clarify what is to change, and by how much. These goals should be tangible, verifiable, and measurable. They should be clear to both management and employee. For instance, a fire fighter might be expected to jump from a moving fire truck traveling at fifteen miles per hour, successfully hook up a four-inch hose to hydrant, and turn on the hydrant, all in less than forty seconds. Such explicit goals insure that both management and the employee know what is expected from training effort (Galdo and Neilson, 1996).

2.7. TRAINING METHODS

The most popular training and development methods used by organizations can be classified as either on-the-job or off-the-job training (Gagne, 1987).

2.7.1. On-The-Job Training

The most widely used training methods take place on the job. The popular use of these methods can be attributed to the simplicity of such methods and the impression that they are less costly to operate. On-the-job training places the employees in actual work situations and makes them appear to be immediately productive. It is learning by doing. For jobs that either are difficult to stimulate or can be learned quickly by watching and doing, on-the-job training makes sense (Katz, Daniel and Kahn, 1978).

2.7.1.1. Drawbacks

One of the drawbacks of on-the job training can be low productivity while the employees develop their skill.

Another drawback can be the errors made by the trainees while they learn. However, when the damage the trainee can do is minimal, while training facilities and personnel are limited or costly, and where it is desirable for the workers to learn the job under normal working conditions, the benefits of on-the-job training frequently offset the drawbacks.

2.7.1.2. Two types of on-the-job training

Lets look at two types of on-the-job training, apprenticeship programs and job instruction training (JIT) (Kirkpatrick, 1967).

i. Apprenticeship programs

People seeking to enter skilled trades-to become, for example, plumbers, or electronic technicians- are often required to undergo apprenticeship training before they are elevated to master status. Apprenticeship programs put the trainee under the guidance of a master worker. The argument for apprenticeship programs is that the require job knowledge and skills are so complex as to rule out anything less that a period of time where the trainee understudies a skilled master (Kirkpatrick, 1994).

ii. Job instruction training (JIT)

During the World War II, a systematic approach to on-the-job training was developed to prepare supervisors to train employees. This approach was called job instruction training (JIT). JIT proved highly effective and became extremely popular. JIT consists of four basic steps (Lawlor and Handley, 1997).

1. Preparing the trainees by telling them about the job and overcoming their uncertainties.

2. Presenting the instruction, giving essential information in a clear manner.
3. Having the trainees try out the job to demonstrate their understanding
4. Placing the workers into the job, on their own, with a designated resource person to call upon should they need assistance.

Use of JIT can achieve impressive results. By following these steps, studies indicate that employee turnover can be reduced, higher levels of employee morale have been witnessed, as well as decreases in employee accidents (Kirkpatrick, 1994).

2.7.2. Off-The-Job Training

Off-the-job training covers a number of techniques—classroom lectures, films, demonstrations, case studies and other simulation exercises, and programmed instruction. The facilities needed in each of these techniques vary from a small, makeshift classroom to an elaborate development center with large lecture halls, supplemented by small conference rooms with sophisticated instructional technology equipment. Because of its growing popularity in today's technology-oriented organizations, however, programmed instruction warrants a closer look (Lawson, 1998)

2.7.2.1. Off-The Job Training Methods

- i. Classroom lectures-** Lectures designed to communicate specific interpersonal, technical, or problem solving skills.
- ii. Videos and Films-** using various media production to demonstrate specialized skills that are not easily presented by other training methods.
- iii. Simulation Exercises-** training that occurs by actually performing the work. This may include case analysis, experiential exercises, role-playing, or group decision-making.

- iv. **Computer Based Training**- simulates the work environment by programming a computer to imitate some of the realities of the job.
- v. **Vestibule Training** – Training on actual equipment used on the job, but conducted away from the actual work setting- a simulated workstation.
- vi. **Programmed Instruction**- condensing training materials into highly organized logical sequences. May include computer tutorials, interactive videodisks, or virtual reality simulation.

The programmed instruction technique can be in the form of programmed tests, manuals, or video displays, while in some organizations teaching machines are utilized. All programmed instructions approaches have a common characteristic: They condense the material to be learned into highly organized, logical sequences that require then trainee to respond. The ideal format provides for nearly instantaneous feedback that informs the trainee if his or her response is correct (Mewby, 1992).

For example a popular today with the purchase of computer software is an accompanying tutorial program. This tutorial walks the user through the software application, giving the individual opportunities to experiment with the program. These tutorials, then, form one basis of programmed instruction (Lawlor and Handley, 1997).

As technology continues to evolve, we can expect programmed instruction to become more dominant. Two noticeable versions, interactive videodisks (IVD) and virtual reality, are gaining momentum in corporate training. Interactive video-disks (IVDs) (sometimes referred to a multimedia technology), allow users to interact with a personal computer while simultaneously being exposed to video pictures. This “motion picture” enables the trainee to experience the effect of his or her decision in real-time mode. A number of companies, such as Pitney Bowes, applied Learning, and IBM, have begun using IVDs. In fact, it is estimated that approximately 16 percent of all companies that train use them. In many of these organizations, employees experience greater learning in such areas as mathematics, interpersonal skills, and marketing skills (Newby, 1992).

Virtual reality is newer concept in corporate training. Virtual reality system simulates actual work activities by sending various messages to the brain. For example, one type of virtual reality requires an individual to place a helmet over his or her head. Inside this helmet are sensors that display both visual and audio simulations of an event. For instance, skiers can be taught to ski through virtual reality. Under the system, an individual standing on dry land can be made to feel like he or she is actually skiing downhill, with the speed, obstacles, and weather being simulated. This sophisticated simulation allows for individuals to interact with their environment as if they were really there. Although such systems are promising, their expense at this time precludes their use except for extremely large organizations and very complex jobs (Robbin, 1978).

2.8. WHAT IS EMPLOYEE DEVELOPMENT?

Employee development by design is more future oriented and more concerned with education than employee training. By education we mean that employee development activities attempt to instill sound reasoning processes-to enhance one's ability to understand and interpret knowledge-rather than imparting a body of facts or teaching a specific set of motor skills. Development, therefore, focuses more on the employee's personal growth (Robert, 1983).

Successful employees prepared for positions of greater responsibility have analytical, human, conceptual, and specialized skills. They are able to think and understand. Training, per se, cannot overcome an individual's inability to understand cause-and-effect relationships, to synthesize from experience, to visualize relationships, or to think logically. As a result, we suggest that employee development be predominantly an education process rather than training process (Lawson, 1998).

It is important to consider one critical component of employee development; all employees, at no matter what level, can be developed. Historically, development was reserved

for potential management personnel. Although it is critical for individuals to be trained in specific skills related to managing- like planning, organization, leading, controlling, and decision making- time has taught us these skills are also needed for non-management personnel. The used of work teams, reductions in supervisory roles, allowing workers to participate in the goals of there jobs, and a greater emphasis on quality and customers, have changed the way developing employees is viewed. Accordingly, organizations now require new employee skills, knowledge, and abilities. Thus, methods used to develop employees in general are the same as those used to develop managerial personnel (Robert, 1983).

2.8.1. EMPLOYEE DEVELOPMENT METHODS

Some development of an individual's abilities can take place on the job. There are several methods, three popular on-the-job techniques (job rotation, assistant-to positions, and committee assignments) and three off-the-job methods (lecture courses and seminars, simulation exercises, and outdoor training) Gagne and Neilson, 1996).

2.8.1.1. Job Rotation (On the job technique)

Job rotation involves moving employees to various positions in the organization in an effort to expand their skills, knowledge, and abilities. Job rotation can be either horizontal or vertical. Vertical rotation is nothing more than promoting a worker into a new position. Job rotation represents an excellent method for individuals' exposure to company operations and for turning specialists into generalists. In addition to increasing the individual's experience allowing him or her to absorb new information, it can reduce boredom and stimulate the development of new ideas. It can also provide opportunities for a more comprehensive and reliable evaluation of the employee by his or her supervisors (Fuller, 1997).

2.8.1.2. Assistance-To Positions (On the job technique)

Employees with demonstrated potential are given the opportunity to work under a seasoned and successful manager, often in different areas of an organization. Working as staff

assistants or, in some cases, serving on “junior boards”, these individuals perform many duties under the watchful eye of a supportive coach. In doing so, these employees, get exposure to a wide variety of management activities, and are groomed for assuming the duties of the next higher level (Kirkpatrick, 1967).

2.8.1.3. Committee Assignment (On the job technique)

Committee assignments can provide an opportunity for the employee to share in decision making, to learn by watching others, and to investigate specific organizational problems. When committees are of an adhoc or temporary nature, they often take on task-force activities designed to delve into a particular problem, ascertain alternative solutions, and make a recommendation for implementing a solution. These temporary assignments can be both interesting and rewarding to the employee’s growth (Eurich, 1985).

Appointment to permanent committee increases the employee’s exposure to other members of the organization, broadens his or her understanding, and provides an opportunity to grow and make recommendations under the security of others committee members. In addition to the on-the-job techniques described above, a number of off-the-job techniques are used, including sensitivity training and transactional analysis. We will briefly discuss three of the more popular one: lecture courses and seminars, simulations, and outdoor training (Alessi and Trollip, 1985).

2.8.1.4. Lecture Courses and Seminars (Off the job technique)

Traditional forms of instruction revolved around formal lecture courses and seminars. These offered an opportunity for individuals to acquire knowledge and develop their conceptual and analytical abilities. For many organizations, they were offered in-house by the organization itself, through outside vendors, or both (Baeker, 1989).

Today, however, technology is allowing for significant improvements in the training field. A growing trend at companies such as Pacific Bell and British Columbia Telecom is to

provide lecture courses and seminars revolving around what we call distance learning. Through the use of digitized computer technology, a facilitator can be in one location giving a lecture, while simultaneously being transmitted over fiber-optic cables, in real time, to several other locations. For example, British Airways uses distance learning to train its employees for supervisory positions. Workers, located in ten different countries, are afforded the opportunity to receive training from five different organizations that otherwise would not be possible without incurring travel costs (Bailey, 1993).

2.8.1.5. Simulations (Off the job technique)

Simulations were introduced as training techniques. They are probably even more popular for employee development. The more widely used simulation exercises include case studies, decision games, and role-plays.

The case study analysis approach to employee development was popularized at the Harvard Graduate School of Business. Taken from the actual experiences of organizations, these cases represent attempts to describe, as accurately as possible, real problem that managers have faced (Baeker, 1989).

Trainees study the cases to determine problem, analyze, develop alternative solutions, select what they believe to be the best solution, and implement it. Case studies can provide stimulating discussions among participants, as well as excellent opportunities for individuals to defend their analytical and judgmental abilities. It appears to be a rather effective method for improving decision-making abilities within the constraints of limited information (Baker and O'Neil, 1994).

Simulated decision games and role-playing put individuals in the role of acting out managerial problems. Games, which are frequently played on a computer programmed for a particular game, provide opportunities for individuals to make decisions and to consider the implications of a decision on other segments of the organization; with no adverse effect should the decision be a poor one. Role-playing allows the participants to act out problems and to deal

with people. Participants are assigned roles and are asked react to one another, as they would have to do in their managerial jobs (Chute, Thompson and Hancock, 1998).

The advantages to simulation exercises are the opportunities to attempt to “create an environment” similar to real situations the managers incur, without the high costs involved should the actions prove undesirable. Of course, the disadvantages are the reverse of this: It is difficult to duplicate the pressures and realities of actual decision making on the job, and individual often act differently in real-life situations than they do in a simulated exercise (Dix, 1998).

2.8.1.6. Outdoors Training (Off the job technique)

A recent trend to employee development has been the use of outdoor (sometimes referred to as a wilderness or survival) training. The primary focus of such training is to teach trainees the importance of working together, gelling as a team.

Outdoor training typically involves much major emotional and physical challenge. This could be white-water rafting, maintain climbing, or surviving a week in a “jungle”. The purpose of such training is to see how employees react to difficulties that nature presents to them. Do they face these dangers alone? Do they “freak?” or are they controlled, and successful in achieving their goal? The reality that today’s business environment does not permit employees to “stand alone” has reinforced working closely with another, building trusting relationships, and succeeding as a member of a group (Craig, 1996).

2.8.2. TWO SPECIAL CASES OF DEVELOPMENT

Two special cases of development continue to gain a great deal of attention. These are the mentoring coaching process and employee counseling.

1. Mentoring / Coaching

It has become increasingly clear over the years that employees who aspire to management levels in organizations need the assistance and advocacy of someone higher up in the organization. These career progressions often require having the value of the dominant “in-group” which sets corporate goals, priorities, and standards (Robert 1983).

When a senior employee takes an active role in guiding another individual, we refer to this activity as mentoring or coaching. Just as soccer coaches observe, analyze, and attempt to improve the performance of their athletes, “coaches” on the job can do the same. The effective coach, whether on the diamond or on the corporate hierarchy, give guidance through direction, advice, criticism, and suggestions in an attempt to aid the employee’s growth. These individuals offer to assist certain junior employees in terms of providing a support system. This system, in part, is likened to the passing of the proverbial baton-that is; the senior employee shares his or her experiences with the protégé, providing guidance on how to make it in the organization (Portor and McKippin, 1988). Accordingly, in organizations such as Motorola, Tenneco, and prudential, that promote from within; those who aspire to succeed must have the “corporate support system” in their favor. This support system, guided by a mentor; vouches for the candidate, answers for the candidate in the highest circles within the organization, makes appropriate introductions, and advises and guides the candidate on how to effectively move through the system. In one study, this effort generated significant outcomes. Fort example, these researchers found that where a significant mentoring relationship existed, those protégés had more favorable and frequent promotions, were paid significantly more than those who were not mentored, had a greater level of commitment to the organization, and had greater career success. But there was a caution in this study; that is, those benefits that occurred because of mentoring generally went to white male employees. Why this outcome? In the past, women and minorities have found it difficult to get a mentor, and therefore their upward mobility was often limited (Lawson, 1998).

The technique of senior employees coaching individuals has the advantages that go with learning by doing, the opportunities for the higher interaction and rapid feedback on performance, Unfortunately, its two strongest disadvantages are: (1) its tendencies to perpetuate the current style and practice in the organization and (2) its heavy reliance on coach's ability to be a good teacher. In the same way that we recognize that all excellent goalies do not make outstanding goalie coaches, we cannot expect all excellent employees to be effective coaches. An individual can become an excellent performer without necessarily possessing the knack of creating a proper learning environment for others to do the same; thus, the effectiveness of this technique relies on the ability of the coach. Coaching of employees can occur at any level and can be most effective when the tow individuals do not have any type of reporting relationship (Robert, 1983)

One of the main reasons of existence of glass ceiling is that women don't have any role models sitting high in the organization that can help them through the system. Although there is no excuse for the continuation of such behavior, there may be some explanation. Mentors sometimes select their protégés on the basis of seeing themselves, in there younger years, in the employee. Since men rarely can identify with younger women, many are unwilling to play the part of their mentor. Off course, as women have battled their way into the inner circle of organizational power, some success is being witnessed (setord, Backman and Shavitt, 1976).

Additionally, organizations are beginning to explore ways of advocating cross gender mentoring. This revolves around identifying the problems associated with such an arrangement, deciding how they can be handled affectivity, and providing organizational support. Unfortunately, the effects of corporate downsizing in the early 1990s significantly curtailed this effect (Schrum and Berenfeld, 1997).

2. Employee Counseling

In an attempt to assist employees in performing jobs they have been assigned, it sometimes maybe necessary for the manager to counsel them. In terms of employee counseling, however, a distinction needs to be made. In the discussion above, we've referred to coaching and

mentoring techniques as means for helping to develop employees and to assist in their career growth. Although employee counseling is similar in its approach, there is one aspect that differentiates it from coaching. For instance, we typically use employee counseling when a performance problem arises. This, the focus of this discussion is more appropriately aligned with the discipline process (Seels and Glasgow, 1997). Whenever an employee exhibits work behaviors that are inconsistent with the work environment (i.e., fighting, stealing, unexcused absences, and so forth) or is unable to perform his or her job satisfactorily, a manager must intervene. But before any intervention can begin, it is imperative for the manager to identify the problem. If as managers we realize that the performance problem is ability related our emphasis becomes one of facilitating training and development efforts. This type of intervention is then more closely aligned to coaching. However, when the performance problem is desire related, where the unwillingness is either voluntarily, employee counseling is the next logical approach (Wilson, 1996).

Although employee-counseling process differs, some fundamental steps should be followed when counseling an employee. As a prerequisite, a manager must have good listening skills. The purpose of employee counseling is to uncover the reason for the poor performance; a response that must be elicited from the employee. A manager who dominates the meeting by talking may dismiss the benefits of an effective counseling session (Robert, 1978).

In employee counseling, the manager must attack the inappropriate behavior, not the person. Although they appear difficult to separate, we must deal with only objective performance data. For instance, telling employees they are poor workers is only asking for emotions to run high and confrontation to manifest. Instead, stating that they have been late four times this past month, which has caused a backlog of account payables, is better understood and dealt with. In doing so, the manager and the employee are in a better position to deal with the problem as adults are (Wilson, 1996).

The manager must probe the employee to determine why the performance is acceptable. It is important to note that the manager is not attempting to be a psychologist; he or she is only interested in the behaviors that affect performance. If the problem is personal one, under no circumstances should the manager attempt to “fix” it. Rather, the well-informed manager, when

recognizing personnel problem, will refer the employee to an appropriate place in or outside the organization (like the company's employee assistant program). Irrespective of where the problem lies, the manager must get the employee to accept the problem. Until the employee has such an understanding, little hope exists for correcting the problem. When the employee accepts the problem, the manager should work with then employee to find ways to correct the problem. At this point, the manager may offer whatever assistance he or she can. Assistance aside, the employee must understand that it is his or her sole responsibility to make the change; failure to do so will only result in disciplinary procedures (Seels and Glasgow, 1997).

2.9. EVALUATING TRAINING AND DEVELOPMENT EFFECTIVENESS

Any training or development effort must be cost effective. That is, the benefits gained by training must out weight the costs associated with providing the learning experience. Only by analyzing such programs can effectiveness be determined. The concern for effectiveness arises when we discuss training and development activities. It is not enough to merely assume that any training an organization offers is effective; we must develop substantive data to determine whether our training effort is achieving its goals-that is, if it is correcting the deficiencies in skills, knowledge, or attitude that were assessed as needing attention. Note, too, that training and development programs are expensive-estimated to exceed \$40billion annually for American workers. The cost incurred alone justifies evaluating effectiveness (Robbin, 1978).

2.9.1. HOW DO WE EVALUATE TRAINING PROGRAMS?

It is easy to generate a new training program, but if the training effort is not evaluated, it becomes possible to rationalize any employee training efforts. It would be nice if all companies could boast returns on investments in training, as do Motorola executives, who claim they receive \$30 in increased productivity for every dollar spent on training. But such a claim cannot be made without properly evaluating training (Setord, Beckman and Shavitt, 1976).

Can we generalize how training programs are typically evaluated? The following is probably generalizable across organizations: several managers, representatives from HRM, and a group of workers who have recently completed a training program are asked for their opinions. If the comments are generally positive, the program may get a favorable evaluation and the organization will continue it until someone decides, for whatever reason, it should be eliminated or replaced (William, 1985).

The reaction of participants or managers, while easy to acquire, are the least valid; their opinions are heavily influenced by factors that have little to do with the training effectiveness... things like difficulty, entertainment value, or personality characteristics of the instructor. Therefore, let us direct our attention to three approaches, each of which offers more than subjective opinions (Carr, 1992).

2.9.2. PERFORMANCE-BASED EVALUATION MEASURES

Following are the techniques to evaluate performances;

2.9.2.1. Post-Training Performance Method

The first approach is referred to as the post-training performance method. Participants' performance is measured after attending a training program to determine if behavioral changes have been made. For example, assume we provide a weeklong seminar for HRM recruiters on structured interviewing techniques. We follow up one month later with each participant to see if, in fact, the techniques addressed in the program were used, and how. If changes did occur, we may attribute them to the training. But caution must be on order, for we cannot emphatically state that the change in behavior was directly related to the training. Other factors. Like reading a current HRM journal. May have also influenced the change. Accordingly, the Post training performance method may overstate the benefits of training (Craig, 1996).

2.9.2.2. Pre-Post-Training Performance Method

In the pre-post-training performance method, each participant is evaluated prior to training and rated on actual job performance. After instruction-of, which the evaluator has been kept, unaware-is completed, the individual is reevaluated according to the instruction. However, in contrast to post-training performance method, the pre-post performance method deals directly with job behavior (Berger, 1996).

2.9.2.3. Pre-Post-Training Performance with Control Group Method

The most sophisticated evaluate approach is the pre-post-training performance with control group method. Under this evaluation method, two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo instructions. On the other hand, the experimental reevaluated. If the training is really effective, the experimental groups will have improved, and performance will be substantially better than that of the control group. This approach attempts to correct for factors, other than the instruction program, that influence job performance (Chute, Thompson and Hancock, 1998).

Although number of methods for evaluating training and development programs may exist, these three appear to be the most widely recognizes. Further more; the later two methods are preferred, because they provide as longer measure of behavioral change directly attributable to the training efforts (Carr, 1996).

2.10. INTERNATIONAL TRAINING AND DEVELOPMENT ISSUES

Important components of international human resource management include both **cross-cultural training** and a **clear understanding of the overseas assignment as part of a manager's development** (Carr, 1992).

Cross-cultural training is necessary for expatriate managers and their families before, during and after foreign assignments. It is crucial to remember that when the expatriates arrive, they see the foreigners, not the host population. Before the employee and family are relocated to

overseas post, it is necessary to provide such cultural and practical background. Language training is essential for everyone in the family (Craig, 1996).

Although English is the dominant business language worldwide, relying on English puts the expatriate at a disadvantage. The expatriate will be at a disadvantage. The expatriate will be unable to read trade journals and newspapers, which contain useful business information, and will be reliant on translators, which at best only slow down discussions and at worst “lose things” in the process. Even if an expatriate manager is not fluent, a willingness to try communicating in the local language makes a good impression on the business community—unlike the instance that all conversation is in English (Dix, 1998).

Foreign Language proficiency is also vital for family members to establish a social network and accomplish the everyday tasks of maintaining a household. Americans may be able to go to the produce market and point at what they recognize on display, if the shop has unfamiliar meats or vegetables, it helps to be able to ask what each item is and each better to understand the answer (Baeker, Buxton and Grudin, 1995).

But cross-cultural training is much more than just language training. It should provide an appreciation of the new culture including details of its history and folklore, economy, politics (both internal and its relations with the United States), religion, social climate, and business practices. Understanding of the specific practices and beliefs is important to avoid inadvertently insulting business associates or social contacts (Bailey, 1993).

All this training can be carried out through a variety of techniques. Language skills are often provided through classes and cassette tapes, while cultural training utilizes many different tools. Lectures, reading materials, videotapes, and movies are useful for background information, while cultural sensitivity is more often taught through role playing, simulation, and meetings with former international assignees, as well as natives of the countries now living in the United States (Bartram and Gibson, 1997).

While all this training in advance of the overseas relocation is important, cultural learning takes place during the assignment as well. One American corporation provides some of the

following suggestions for adapting to a foreign environment: forget the word foreign. Learn how things get done: at work, at home, at schools, at social gatherings. Watch television, even if you don't understand it yet. Read newspaper as much as possible. Visit parks, museums and zoos. Make friends with local people, and learn from them. Plan vacations and day trips in the new country (Kirkpatrick, 1994).

After the overseas assignment has ended and the employee has returned, more training is required for the entire family. All family members must reacclimatize to life in the United States. The family must face changes in the extended family, friends, and the local events that have occurred in their absence. Teenagers find reentry particularly difficult, as they are ignorant of the most recent jargon and the latest trends, but often are more sophisticated and mature than their local friends do (Lowlor and Handley, 1997).

The employee also must adjust to organizational changes, including the inevitable promotions, transfers, and resignations that have taken place during his or her absence. Returnees are anxious to know where they fit in, or if they have been gone for so long that they no longer are on career path (Newby, 1992).

2.11. MANAGEMENT DEVELOPMENT

In the global business environment, the overseas assignment should be a vital component in the development of the top-level executives. However, so far is truer in Europe and Japan than in the United States. Many American managers return with broader experiences than what appears on papers, having been relatively independent of headquarters. Particularly, Midlevel managers have experienced greater responsibilities than others at their levels, having frequently acquired greater sensitivity and flexibility to alternate ways of doing things. Unfortunately they are often ignored and tapped after their return (Robbin, 1978).

One survey showed that although 70% of international assignments were presented as career opportunities, only 30% of the sample's respondents were told anything about their career after returning. Only 23% reported being promoted on their return, while 18% reported being

demoted. Only 54% reported that there was a specific job waiting for them (Porter and Mckippin, 1988).

It is vital for the organization to make the overseas assignment part of a career development program. In the absence of such a development program, two negative consequences often occur. First, the recently returned manager who is largely ignored or underutilized becomes frustrated and leaves the organization. This is extremely costly, because the investment in developing this individual is lost and the talent the individual has likely to be recruited by a competitor, either at home or overseas (Newby, 1992).

Second, when overseas returnees are regularly underutilized or leave out of frustration, other potential expatriates become reluctant to accept overseas posts, inhibiting the organization's staffing ability. When the overseas assignment is completed, the organization has four basic options;

- First, the expatriates may be assigned to a domestic Position, beginning the repatriation process. Hopefully, this new assignment will build in some of the newly acquired skills and perspectives.
- Second the return maybe temporary, with the goal of preparing for another overseas assignment. This might be the case where a manager has success in another region.
- Third, the expatriate may seek retirement, either in the United States or in the country in which she or he spent the last few years.
- Finally, the employment may be terminated either because the organization has no suitable openings or because the individual has found opportunities elsewhere (Robbert, 1983).

All of these options involve substantial expenses or a loss in human investment. A well-thought-out and organized program of management development is necessary to make overseas

assignments a part of the comprehensive international human resource management program (Robbin, 1978).

2.12. WHAT IS CAREER DEVELOPMENT?

Career development is important to us all. Nevertheless, we know that people sometimes have difficulties achieving their career goals. This reflects the new and unexpected complexities that managers must now confront in their efforts to mobilize and manage their human resources. The historical beliefs that every employee would jump at chance for a promotion, that competent people will somehow emerge within the organization to fill arising vacancies, and that a valuable employee will always be a valuable employee, are no longer true (Bailey, 1993).

Lifestyles are changing; we are becoming increasingly aware of the different needs and aspirations of employees. If managers are to be assured that they will have competent and motivated people to fill the organizations future needs, they should be increasingly concerned with matching the career needs of employees with the requirement of the organization (Robbert, 1983).

The term **career** has a number of meanings. In popular usage it can mean advancement, a profession, or stability over time. For our purposes we will define career as “the pattern of work-related experiences that span the course of a person’s life”. The concept is as relevant to transient, unskilled laborers as it is to engineers or physicians. For our purposed, therefore, any work, paid or unpaid, pursues over an extended period of time, can constitute a career. In addition to a formal job work, careers can include schoolwork, homemaking, or volunteer work. Furthermore, career success is defined not only objectively in Terms of promotion, but also subjectively, in terms of satisfaction (Porter and McKippin, 1988).

2.13. INDIVIDUAL VERSUS ORGANIZATIONAL PERSPECTIV E

The study of career takes on a very different orientation, depending on whether it is viewed from the perspective of the organization or of the individual. A key question in career development, then, is, “With those interests are we concerned?” From an organizational or managerial standpoint, career development involves tracking career paths and developing career ladders. Management seeks information to direct and to monitor the progress of special groups of employees, and to ensure that a capable managerial and technical talent will be available to meet the organization’s needs. Career development from the organization’s perspective is also called organizational career planning (Newby, 1992).

In contrast, individual career development, or career planning, focuses on assisting individuals to identify their major goals. Note that in the later case the focus is entirely on the individual and includes his or her life outside the organization, as well as inside. So while organization career development looks at individual filling the needs of the organization, individual career development addresses each individual’s personal work career and other lifestyle issues. For instance, an excellent employee, when assisted in better understanding his or her needs and aspirations through interest inventories, life-planning analysis, and counseling, may even decide to leave the organization if it becomes apparent that career aspirations can be best achieved outside the employing organization. Employee expectations today are different from employee expectations a generation ago. Sex-role stereotype is crumbling as people are less restricted by gender specific occupations. Additionally out lifestyle are more varied, with, for example, more dual career couples today than ever before. Both of these career approaches (individual and organizational) have value.

2.14. CAREER DEVELOPMENT VERSUS EMPLOYEE DEVELOPMENT

There is a common element between employee development and career development, but there is one distinct difference-the time frame.

Career development looks at the long-term career effectiveness and success of organization personnel. By contrast, there are certain kinds of developments that focus on work effectiveness or performance in the immediate or intermediate time frames. These two concepts

are closely linked; employee training and development should be compatible with an individual's career development in the organization. But a successful career program, in attempting to match individual abilities and aspirations with the need of the organization, should develop people for the long term needs of the organization and address the dynamic changes that will take place over time (Bailey, 1993).

2.15. CAREER DEVELOPMENT VALUE FOR THE ORGANIZATION

Assuming that an organization already provides extensive employee development programs, why should it need to consider a career development program as well? A long-term career focus should increase the organization's effectiveness in managing its human resources. More specifically, we can identify several positive results that can accrue from a well-designed career development program (Robbert, 1983).

- **Ensures Needed Talent Will Be Available**

Career development efforts are consistent with, and are a natural extension of, strategic human resource planning. Changing staff requirements over the intermediate and long term should be identified when the company sets long-term goals and objectives. Working with individual employees to help them align their needs and aspirations with those of the organization will increase the probability that the right people will be available to meet the organization's changing staffing requirements (Porter and McKippin, 1988).

- **Improves the organization's Ability to Attract and Retain High-talent Employees**

Outstanding employees will always be scarce, and there is usually considerable competition to secure their services. Such individuals may give preference to employers who demonstrate a concern for their employees' future. If already employed by an organization that offers career advice, these people may exhibit greater loyalty and commitment to their employer.

Importantly, career development appears to be a natural response to the rising concern by employees for the quality of work life and personnel life planning. As more and more people seek jobs that offer challenge, responsibility, and opportunities for advancement, realistic career planning becomes increasingly necessary (Robbin, 1978). Additionally, social values have changed so that more members of the world force no longer look at their work in isolation. Their work must be compatible with their personal and family interests and commitments. Again, career development should result in a better individual-organization match for employees and thus leads to less turn over (Wilson, 1996).

- **Ensures that Minorities and Women Get Opportunities for the Growth and Development**

Equal employment opportunity legislation and affirmative action programs have demanded that minority groups and women get opportunities for growth and development that will prepare them for greater responsibilities within the organization. The fair employment movement gave impetus to career development programs targeted for these special groups. Recent legislation, such as the Americans with Disabilities Act, offers an even greater organizational career management challenge. Furthermore, courts frequently look at an organization's career development efforts with these groups when ruling on discrimination suits (Newby, 1992).

- **Reduces Employee Frustration**

Although the educational level of the work forces as risen, so too, has their occupational aspiration. However, economic stagnation and increased concern by organizations to reduce costs have also reduced opportunities. This has increased frustration in employees who see a significant disparity between their aspiration and actual opportunities. When organizations cut costs by downsizing, career paths, career tracks, and career ladders often collapse. Career counseling can result in more realistic, rather than raised employee expectations (Chute, Thompson and Hancock, 1998).

- **Enhances Cultural Diversity**

Workforce 2000 will provide a more varied combination of race, gender, and values in the organization. Effective organizational career development provides access to all levels of the organization for more varied type of employees. Extended career opportunities make cultural diversity, and the appreciation of it, an organizational reality (Carr, 1992).

- **Promotes Organizational Goodwill**

If employees think their employing organization are concerned about their long-term well-being, they respond in kind by projecting images of the organization into other areas of their lives (e.g., volunteer work in the community) (Chute, Thompson and Hancock, 1998).

2.16. CAREER DEVELOPMENT: VALUE FOR THE INDIVIDUAL

Effective career development is also important for the individual. In fact, it is more important today than ever. Because the definitions of careers and what constitutes success have changed, the value of individual career-development programs has expanded. Merely an employee's income or hierarchical level no longer measures career success. Career success now includes using one's full potential, facing expanded challenges, and having greater responsibilities and increased autonomy. Contemporary workers who are seeking more than salary and security from their jobs desire intrinsic career development, or "psychic income". Contemporary workers seek interesting and meaningful work; such interest and meaning are often derives from a sense of being the architect of one's own career (Berger, 1996).

Careers are both **external** and **internal**. The external career involves properties of qualities of an occupation or an organization. For example, a career in business might be thought of as a sequence of jobs or positions held during the life of the individual; undergraduate degree in business; store manager for a small retail chain' graduate training in business; management

trainee in a large firm; manager; CEO of a small firm; retirement. Such things as career ladders within a particular organization may also characterize external careers (Bartram and Gibson, 1997).

The individual career encompasses a variety of individual aspects or themes: accumulation of external symbols of success or advancement; threshold definition of occupational types; a series of work-related positions; and, work-related attitudes and behaviors (Carr, 1992).

With careers being the pattern of work-related experiences that span the course of a person's life, we must understand that both personal relationships and family concerns are also intrinsically valued by employees, subjective and objective elements, then, are necessary components of a theoretical perspective, which captures the complexity of career. Success can then be defined in external terms. For example, if after five years at the same company you get a promotion, and a colleague, who was hired the same day you were for the same type of job, has not yet been promoted, then you are more successful than him. The external definition also states that a certified public accountant is more successful than a dogcatcher is. However, if you consider the subjective, internal valuation of success, the story may be different. A dog catcher who defines his job as protecting children and others in the community from the danger, who goes home proud at night because he has successfully and compassionately captured dogs, is successful in his career. Compare that to a CPA officer who works only to buy a new yacht so she can escape from the drudgery of the day-to-day office life of dealing with clients, accounting forms, and automated systems. Is she more or less successful than the dogcatcher? (Dix, 1998). This differentiation of internal from external is important to manager who wants to motivate employees. Different employees may respond to different motivational tools. Thus, we can say that internal and external events may be parallel, but result in different outcomes (Craig, 1996).

Chapter 3

RESEARCH METHODOLOGY

3.1. TYPE OF THE STUDY

This research or study is a Descriptive as well as a Correlation study.

3.1.1. DESCRIPTIVE STUDY

A descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation. Descriptive studies are also undertaken in organization in order to learn about and describe the characteristics of a group of employees. The goal of descriptive study, hence, is to offer a profile or to describe relevant aspects of the phenomena of interest to the researcher from an individual, organization, industry-oriented, or other perspective. In many cases, such information may be vital before even considering certain corrective steps. Descriptive studies that present data in a meaningful form thus help to

- (1) Understand the characteristics of a group in a given situation,
- (2) Think systematically about aspects in a given situation,
- (3) Offer idea for further probe and research, and/or
- (4) Help make certain simple decisions (such as how many and what types of individuals should be transferred from one department to another).

3.1.2. CORELATIONAL STUDY

A co relational study is undertaken when the researcher is interested in delineating the important variables that are associated with the problem.

3.2. RESEARCH INSTRUMENTS

Research instruments used for the purpose of preliminary data collection includes;

➤ Close Ended Type of Questionnaire

Basically primary data is the need of this study that is why these instruments are being selected. A proper questionnaire is being prepared for this purpose and will be distributed to all the employees of the respective organizations (a national bank and an international bank). A questionnaire is preformatted written set of questions to which respondents record their answers, usually within rather closely defined alternatives. Questionnaire is efficient data collection mechanism when the researcher knows exactly what is required and how to measure the variables of interest. This questionnaire contains simple but relevant questions in easy language. Questionnaires are a very useful component to gain information for a research study, as these answers will then be analyzed by applying suitable scales in order to obtain precise and accurate results.

3.3. RESPONDENTS OF THE STUDY

The respondents of the study will be the bank employees. Those that have already received certain training and have benefited from development programs, and also those who are obtaining such training.

3.4. SAMPLING PROCEDURES

As the elements in the population of this study have known chance of being chosen as subjects therefore I resort to a probability Sampling Design. For our purpose Simple Random Sampling or Unrestricted Sampling would be conducted. In the unrestricted probability sampling design, more commonly known as simple random sampling, every element in the population has a known and equal chance of being selected as a subject. This sampling design, known as simple random sampling, has the least bias and offers the most generalizability.

3.5. STATISTICAL TOOLS

The following tools will be applied in this research:

- Independence T-Test
- Chi Square
- NFP (Net Favorable Percentage)

CHAPTER 4

INTERPRETATION AND ANALYSIS OF DATA

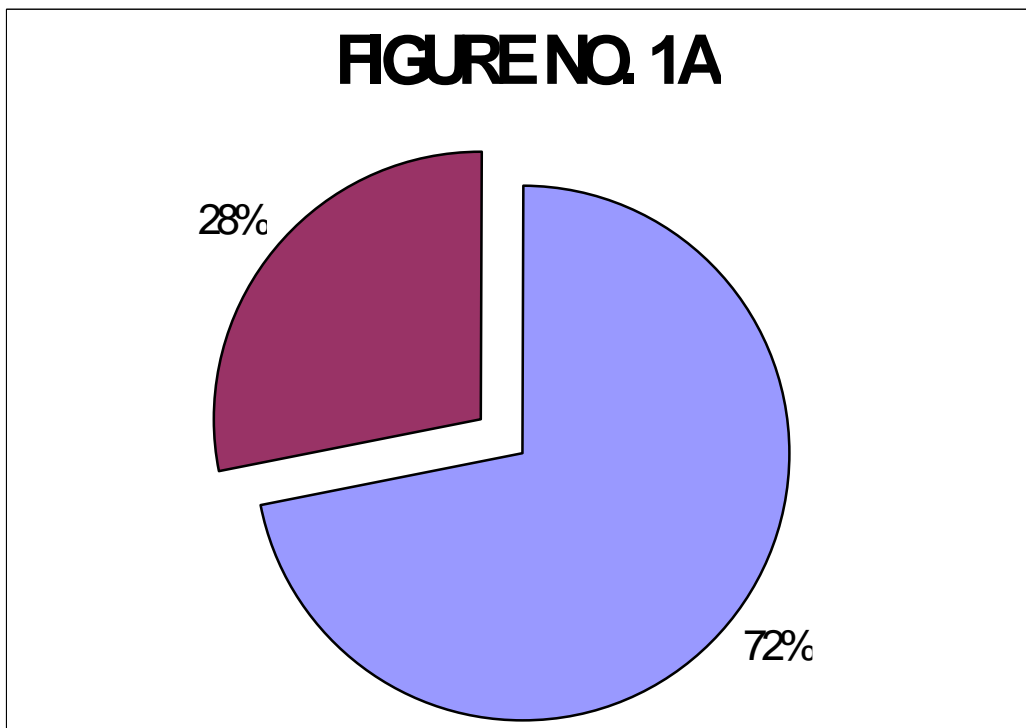
QUESTION NO.1

Frequency Distribution with respect to Gender

FOREIGN BANK

TABLE 1A

	FREQUENCY	%PERCENTAGE	RANK
MALE	36	72	1
FEMALE	14	28	2
TOTAL	50	100	



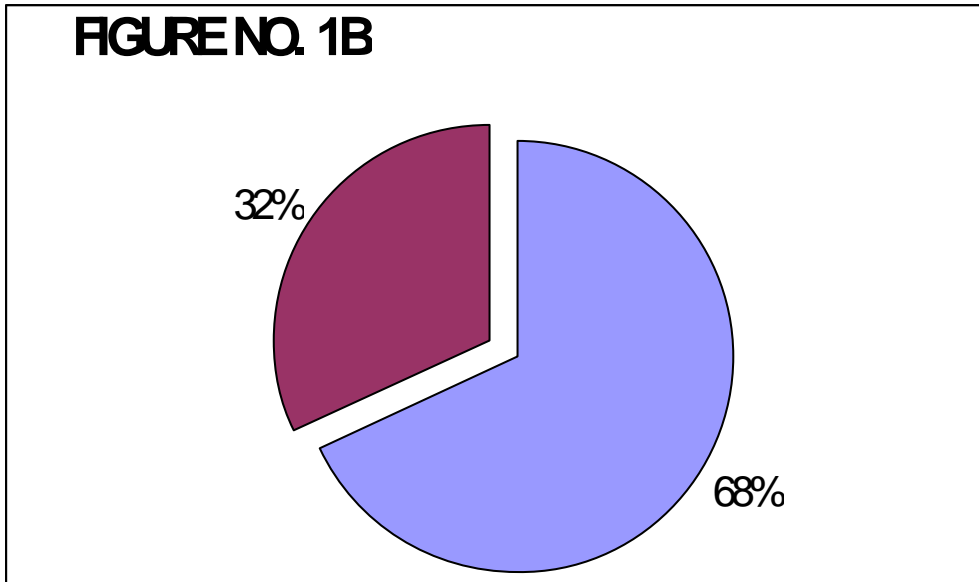
The table and graph shows that there are 72 percent Male employees and 28 percent Female employees present in the sample of 50 employees of Foreign Banks.

Frequency Distribution with respect to Gender

LOCAL BANKS

TABLE 1B

	FREQUENCY	%PERCENTAGE	RANK
MALE	34	68	1
FEMALE	14	32	2
TOTAL	50	100	



The above table and graph shows that there are 68 percent Male employees and 32 percent Female employees present in the sample of 50 employees of Local Banks.

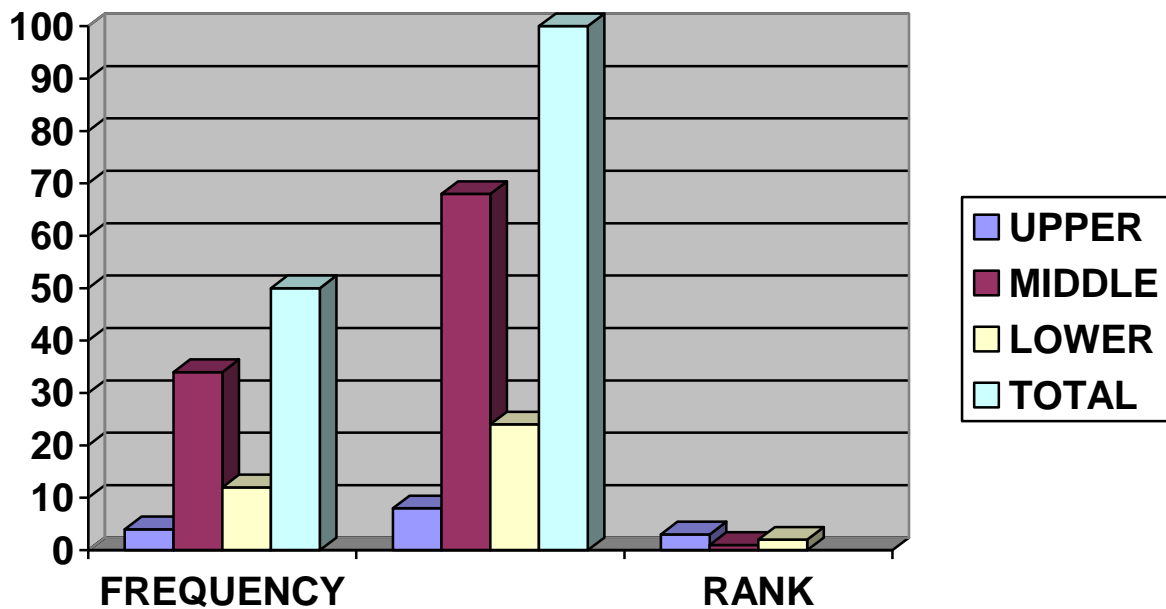
QUESTION NO.2

Frequency Distribution with respect to Management Level

FOREIGN BANKS

TABLE 2A

	FREQUENCY	%PERCENTAGE	RANK
UPPER	4	8	3
MIDDLE	34	68	1
LOWER	12	24	2
TOTAL	50	100	



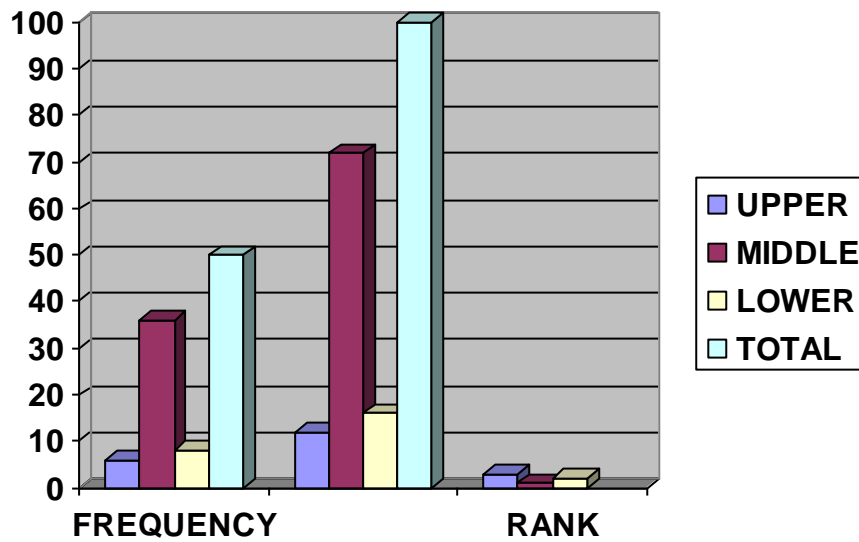
This table and graph shows that amongst the sample of 50 employees of Foreign Banks 8 percent are from the upper management level, 68 percent from the middle management level whereas 24 percent are from the lower management level.

Frequency Distribution with respect to Management Level

LOCAL BANKS

TABLE 2B

	FREQUENCY	%PERCENTAGE	RANK
UPPER	6	12	3
MIDDLE	36	72	1
LOWER	8	16	2
TOTAL	50	100	



This table and graph shows that amongst the sample of 50 employees of Local Banks 12 percent are from the upper management level, 72 percent from the middle management level while 16 percent are from the lower management level.

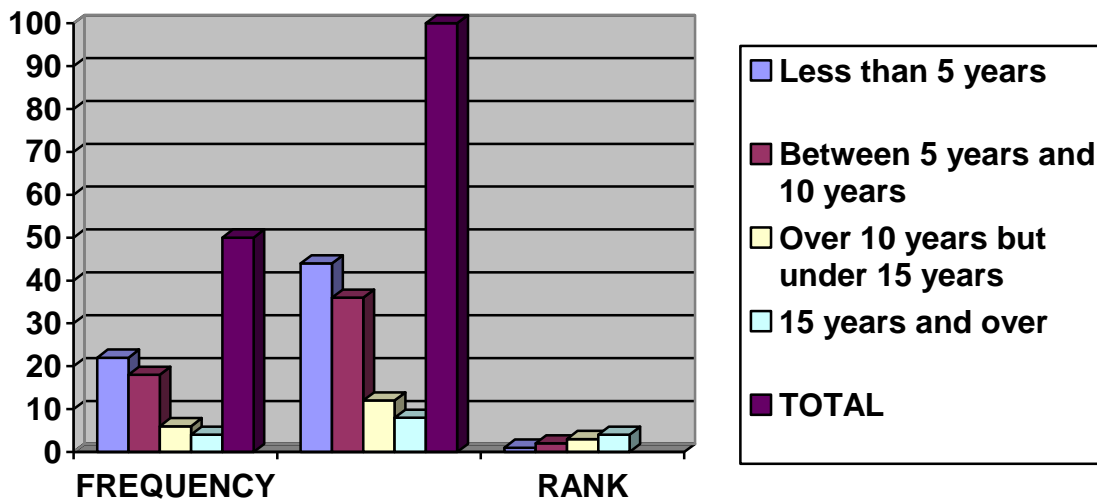
QUESTION NO.3

Frequency Distribution with respect to Work Experience

FOREIGN BANKS

TABLE 3A

	FREQUENCY	%PERCENTAGE	RANK
Less than 5 years	22	44	1
Between 5 years and 10 years	18	36	2
Over 10 years but under 15 years	6	12	3
15 years and over	4	8	4
TOTAL	50	100	



The table and graph shows that among the sample of 50 Foreign Bank Employees, 44 percent have a work experience of less than 5 years, 36 percent have between 5 years and 10 years, 12 percent have over 10 years but under 15 years and the 8 percent of them have work experience of 15 years and over.

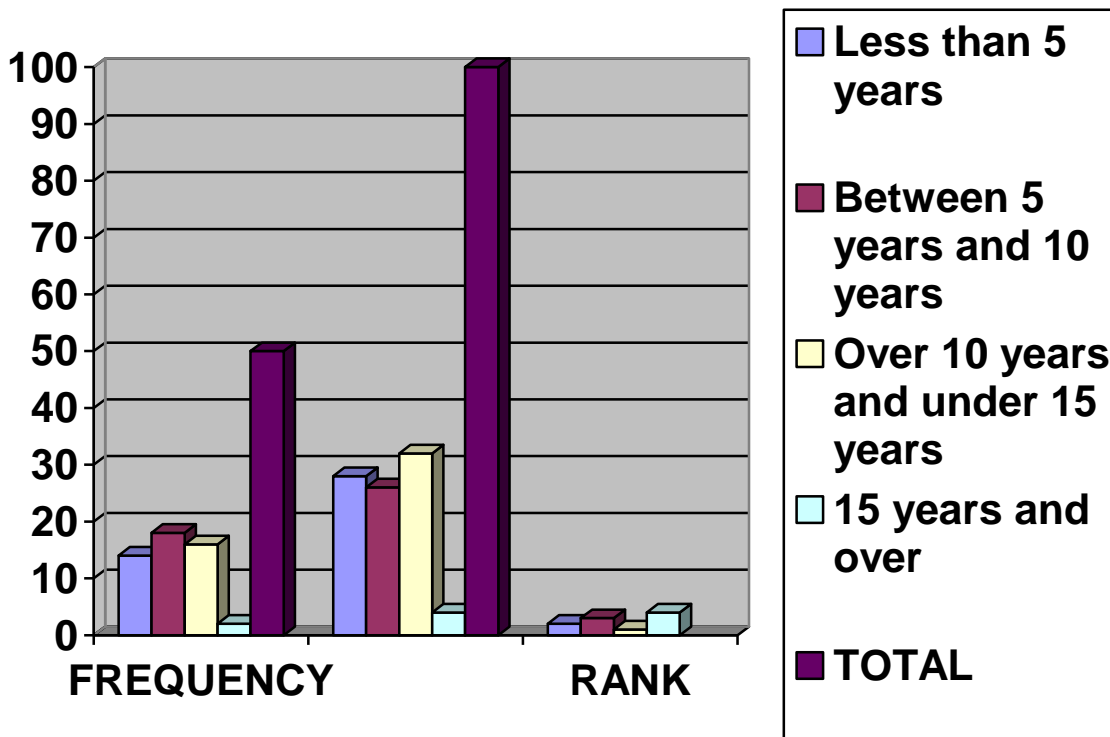
Frequency Distribution with respect to Work Experience

LOCAL BANKS

TABLE 3B

	FREQUENCY	%PERCENTAGE	RANK
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Less than 5 years	14	28	2
Between 5 years and 10 years	18	26	3
Over 10 years and under 15 years	16	32	1
15 years and over	2	4	4
TOTAL	50	100	



This table and graph shows that among the sample of 50 Local Bank Employees, 28 percent have a work experience of less than 5 years, 26 percent have between 5 and 10 years, 32 percent have over 10 years but under 15 years and the 4 percent of them have a work experience of 15 years and over.

QUESTION NO 4

Frequency Distribution with respect to Education Qualification

FOREIGN BANKS

TABLE 4A

	FREQUENCY	%PERCENTAGE	RANK
INTERMEDIATE	-	-	-
GRADUATE	28	56	1
MASTERS	20	40	2
ANY OTHER	2	4	3
TOTAL	50	100	

The above table shows that amongst the sample of Foreign Bank Employees there are 56 percent Graduate, 40 percent have done there Master degree, 4 percent have other degrees.

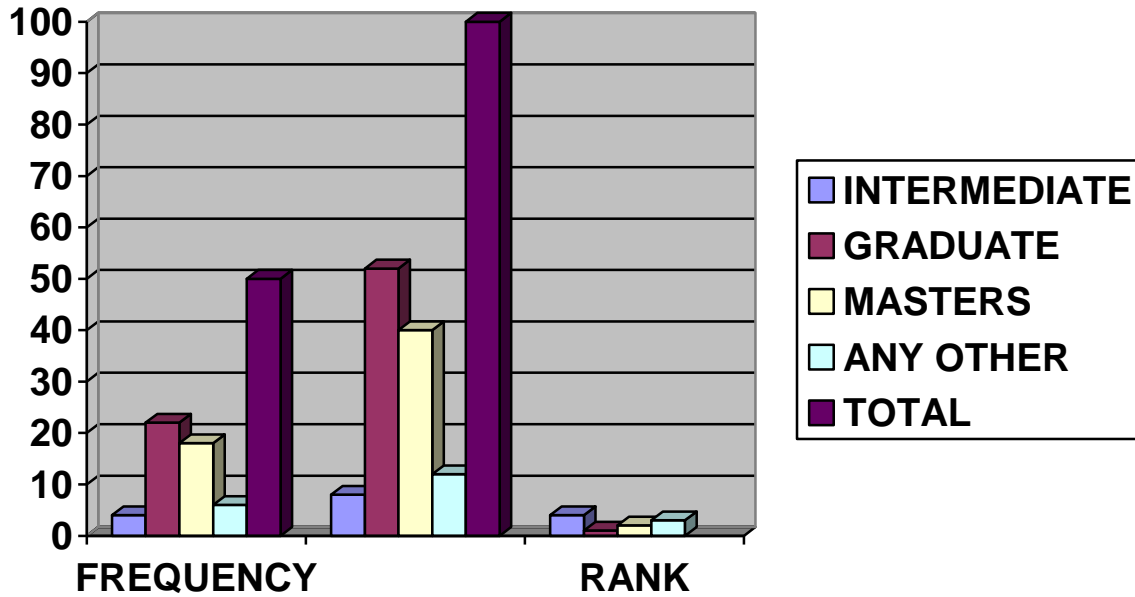
Frequency Distribution with respect to Education Qualification

Local Banks

TABLE 4B

	FREQUENCY	%PERCENTAGE	RANK
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INTERMEDIATE	4	8	4
GRADUATE	22	52	1
MASTERS	18	40	2
ANY OTHER	6	12	3
TOTAL	50	100	



The above table and graph shows that amongst the sample of Local Bank Employees there are 8 percent intermediates, 44 percent Graduates, 36 percent have done their Masters degree and 12 percent have other degrees.

QUESTION NO. 5

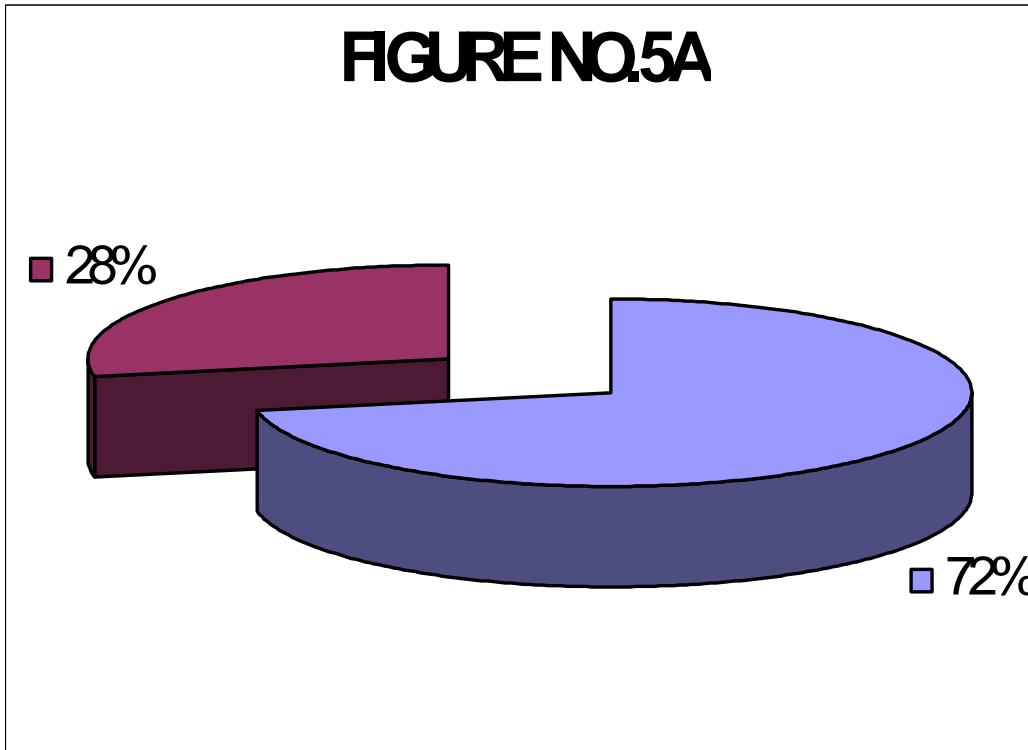
Frequency Distribution with respect to Professional Training

FOREIGN BANKS

TABLE 5A

	FREQUENCY	%PERCENTAGE	RANK
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YES	36	72	1
NO	14	28	2
TOTAL	50	100	



The above table and graph shows that 72 percent of 50 employee sample of Foreign Banks' Employees have received professional training by their respective organizations related to their works.

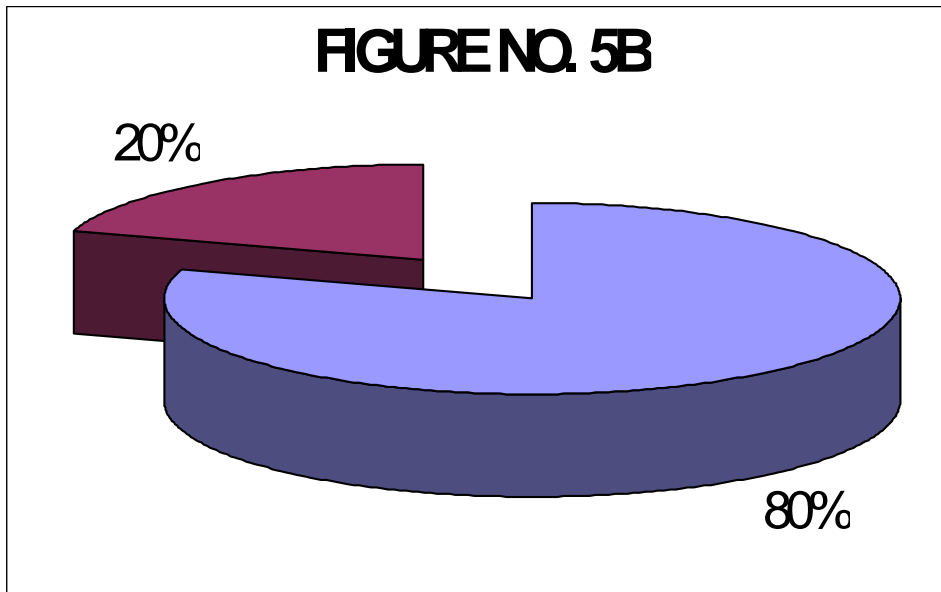
Frequency Distribution with respect to Professional Training

Local Banks

TABLE 5B

	FREQUENCY	%PERCENTAGE	RANK
--	-----------	-------------	------

YES	41	80	1
NO	10	20	2
TOTAL	50	100	



The above table and graph shows that 80 percent of 50 employee sample of Local Bank' Employee have received professional training by their respective organizations related to their work.

HYPOTHESIS TESTING

Question No 6

H₀

There is no significant in the opinion of Foreign Banks Employees and Local Banks Employees regarding Employee-training and Career Development.

T-TEST SUMMARY TABLE

TABLE 6

T-Computed Value	P-Value	Degree of Freedom	Level of Significant	Decision	Remarks
1.570	0.120	98	0.05	Reject	Significant

We reject our Null Hypothesis and accept the alternate Hypothesis as the Chi-Computed value is greater than the P-value.

H_{A1}

There is significant difference in the opinion of Foreign Bank Employees and Local Bank Employees regarding Employee Training and Career Development.

Question No 7

H₀

There is no significant difference between Trainer's qualification and effectiveness of the training programs.

T-TEST SUMMARY TABLE

TABLE 7

T-Test Computed Value	P-Value	Degree of Freedom	Level of Significant	Decision	Remarks
1.801	0.075	98	0.05	Reject	Significant

We reject our Null Hypothesis as the Chi-square computed value is greater than the P-value. Therefore we accept the Alternate Hypothesis.

H_{A1}

There is significant difference between Trainer's qualification and effectiveness of the training program.

Question No. 8

H₀

There is no association in the opinion of Foreign Banks and Local Banks on how they perceive level of education, skills, experience, attitude and personal motivation of employees necessary for an effective training program.

CHI SQUARE RESULT SUMMARY TABLE

TABLE 8

Chi-Square Computed value	P-value	Degree of Freedom	Level Significance	Decision	Remarks
1.333	0.249	1	0.05	Reject	Significant

We reject our Null Hypothesis and accept the Alternate Hypothesis as the Chi-computed value is greater than the P-value.

H_{A1}

There is association in the opinion of Foreign Banks and Local Banks on how they perceive level of education, skills, experience, attitude and personal motivation of employees necessary for an effective training program.

Question No.9

Whether presence of employee personal motivation an important factor for an effective training and development program?

FOREIGN BANKS

NET FAVORABLE PERCENTAGE TABLE

TABLE – 9A

FACTORS	NET FAVORABLE PERCENTAGE
EMPLOYEE PERSONAL MOTIVATION	87.23%
EMPLOYEE EDUCATION	81.40%
EMPLOYEE EXPERIENCE	75%
EMPLOYEE SKILLS	73.68%
EMPLOYEE ATTITUDES	66.67%

The table shows that the higher the percentage of factor present in trainer the more favorable it is. Because its effects on a Training program and also its influence on Career Development is higher: Therefore from the above table we can see that foreign banks’ employees believe that the presence of employees’ personal motivation is most important for an effective training and development program. After this employee education, employee experience, skills and lastly employee attitudes is important for effective training.

LOCAL BANKS

NET FAVORABLE PERCENTAGE TABLE

TABLE 9B

FACTORS	NET FAVORABLE PERCENTAGE
EMPLOYEE PERSONAL MOTIVATION	91.84%

EMPLOYEE EDUCATION	87%
EMPLOYEE EXPERIENCE	86.96%
EMPLOYEE SKILLS	86.05%
EMPLOYEE ATTITUDES	83%

The table shows that the higher the percentage of factor present in trainer the more favorable it is. Because its effects Training programs its influence on Career Development is also higher. Therefore from the above table we can see that local banks' employees believe that the presence of employees' personal motivation is most important for an effective training and development program. After this come employee's education, experience, their skills and lastly their attitudes.

Question No. 10

H₀

There is no relationship between local and foreign bank employees on how they understand the impact of training on selection for promotion.

CHI SQUARE RESULT SUMMARY TABLE

TABLE 10

Chi-Square Computed value	P-value	Degree of Freedom	Level Significance	Decision	Remarks
1.72	0.190	1	0.05	Reject	Significant

We reject our Null Hypothesis and accept the Alternate Hypothesis as the Chi-computed value is greater than the P-value.

H_{A1}

There is relationship between local and foreign bank employees on how they understand the impact of training on selection for promotion.

Question No. 11

H₀

There is no relationship between training and motivation of employees as perceived by foreign banks and local banks.

CHI SQUARE RESULT SUMMARY TABLE

TABLE 11

Chi-Square Computed value	P-value	Degree of Freedom	Level Significance	Decision	Remarks
1.000	0.317	1	0.05	Reject	Significant

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reje
ct
our

Null Hypothesis and accept the Alternate Hypothesis as the Chi-computed value is greater than the P-value.

H_{A1}

There is relationship between training and motivation of employees as perceived by foreign banks and local banks.

QUESTION NO 12

Frequency distribution with respect to organization benefit

FOREIGN BANKS

TABLE 12A

	FREQUENCY	%PERCENTAGE	RANK
HIGHLY BENEFICIAL	14	28	2
BENEFICIAL	28	56	1
NEITHER BENEFICIAL NOR NON-BENEFICIAL	8	16	3
NON-BENEFICIAL	-	-	-
HIGHLY NON BENEFICIAL	-	-	-
TOTAL	50	100	

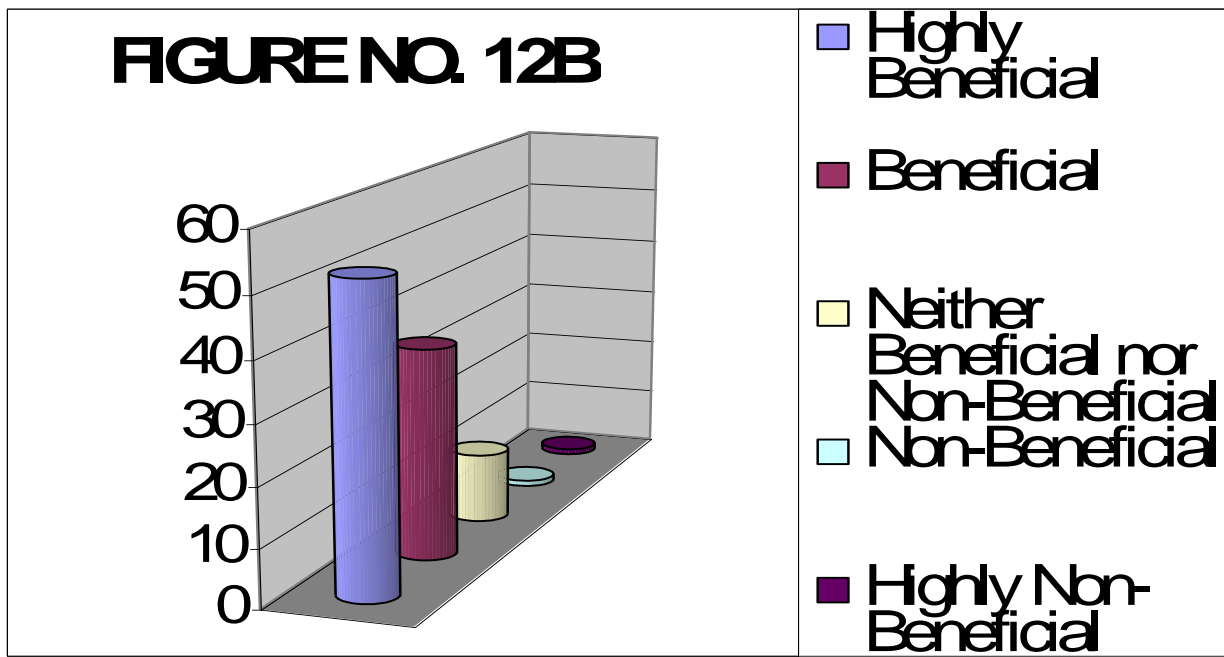
The table shows that amongst 50 employees of various Foreign Banks 28 percent believe that the Employee Training and Career Development programs are highly beneficial for the organization on the whole, 56 percent believes it's beneficial and 16 percent believes that it neither beneficial nor non-beneficial.

Frequency distribution with respect to organization benefit

LOCAL BANKS

TABLE 12B

	FREQUENCY	%PERCENTAGE	RANK
HIGHLY BENEFICIAL	26	52	1
BENEFICIAL	18	36	2
NEITHER BENEFICIAL NOR NON-BENEFICIAL	6	12	3
NON-BENEFICAIL	-	-	
HIGHLY NON BENEFICIAL	-	-	
TOTAL	50	100	



The table and graph shows that amongst 50 employees of various Local Banks 52 percent believes that Employee Training and Career Development program are highly beneficial for the

organization on the whole, 36 percent believes is beneficial and 12 percent believes that it neither beneficial nor non-beneficial.

Chapter 5

FINDINGS

- The results show that there are 72% male and 28% female employees in the sample of 50 foreign Bank employees. On the other hand there are 68% male and 32% female employees in the sample of 50 Local Bank employees.

- Amongst the 50 Foreign Bank employees' sample there are 8% upper level management employees, 68% middle and 24% lower level management employees. While there are 12% upper management level employees, 72% middle and 16% lower level management employees in the sample of 50 Local Banks employees.

- The results show that 44% of foreign bank employees had a work experience of less than five years, 36% have between five years and ten years, 12% have over ten years but less than fifteen years and 8% employees have work experience of fifteen years and over. Similarly, the sample of local banks have 28% employees with work experience of less than five years, 26% have between five years and ten years, 32% have over ten years but under fifteen years and 4% percent employees of local banks from a sample of 50 employees have a work experience of fifteen years and over.

- The research shows that amongst the sample of 50 foreign bank employees 56% employees are graduates, 40% have masters' degree and 4% have other degrees. While on the other hand in the sample of local bank employees which is also 50 employees there are 8 percent employees with intermediate degree, 44 percent are graduates, 36 percent employees have masters' degrees and 12 percent have other degrees.

- The research shows that 72% of foreign bank employees amongst a sample of 50 employees have received a professional training by their respective organizations. And from the sample of 50 employees of local banks 80% of employees have received professional training by their organizations.
- The research shows that there is a significant difference in the opinion of foreign banks' employees and local banks' employees on how they perceive employee training and career development and their impact on highly skilled and well developed employees.
- Results show that there is no significant difference in the perception of foreign banks' employees and local banks' employees that trainers qualification strongly effect the training program.
- There is an association in the opinion of foreign banks' employees and local banks' employees on how they perceive level of education, skills, experience, attitudes and personal motivation of employees necessary for an effective training and development program.
- The results show that both the foreign banks' employees and the local banks' employees believe that employee personal motivation is the most important factor for an effective training and development program. After this employee education, employee experience, employee skills and employee attitudes are considered important.
- It is observed from the results that employees of foreign banks as well as local banks believe that training improves the chances of selection for promotion.
- The research shows that employees of Foreign Banks and Local Banks do believe that Employee Training and Career Development Plans make an employee more motivated towards his work and loyal towards his employer or organization.
- Amongst 50 employees of various Foreign Banks 28 percent believes that the Employee Training and Career Development programs are highly beneficial for the organization on the whole, 56 percent believes its beneficial and 16 percent believes that it neither

beneficial nor non-beneficial. On the other hand amongst 50 employees of various Local Banks 52 percent believes that the Employee Training and Career Development programs are highly beneficial for the organization on the whole, 36 percent believes its beneficial and 12 percent believes that it neither beneficial nor no-beneficial.

Chapter 6

CONCLUSION

It is observed that in local banks especially Bank Al-Habib only the employees at or above SVP (senior vice president) level are send abroad for training. The management sends only those employees for training abroad which they have already decided to

promote to major executive positions in near future. Presently there is no signing of bond procedure that obligates the trainee to remain with the organization for a limited time frame. But after several incidents, in which the employees after coming back from training at the expense of the bank have joined other organizations, has forced the management to come up with the procedure that is adopted by all major foreign banks. The procedure is that the employee before leaving for training signs a bond in which it commits that he/she will not leave the bank before a certain time frame decided by the bank policies. In case if the employee leaves before the decided time frames he/she will have to pay a certain amount equivalent to the amount spent on his training. Criteria for the employee sent for training abroad and local varies. As mentioned before employees sent abroad are selected on their performance and to some extent on favoritism of top management. When questioned the top management on this issue, the answer given by them was that the expenditure for sending all competent employees for training is too much. Because of this the management makes sure that the employee who is most competent and about whom they have already decided about promoting in future to the top level is sent abroad. As in their opinion he is the right man to avail the opportunity to get proper training. In their view employees on junior levels do not require the expertise that can only be learned by high profile training programs. In their opinion they can benefit themselves from different seminars and work shops that are arranged locally from time to time and that too mostly depend upon the wishes of the top management. In foreign banks the same grim situation is present the only difference is that instead of sending one employee they send a group of 3 to 5 employees for training abroad. But according to one of their bank executive this is even a worst situation. According to him, upon the return of the employees when only one of them is promoted to a higher level it raises anger among others. As they start comparing themselves with the one selected for promotion. The end result is a cold war between the two parties which spoils the working environment of the whole bank. It affects the moral of the employees. Their working performance drops.

From above it can be concluded that Employee Training and Employee Career Development will provide the organization with highly skilled and well-developed employees. Training is a learning experience in that it seeks a relatively permanent

change in an individual that will improve the ability to perform on the job. Trainers use research methods to develop specific measurable knowledge and performance objectives, which further strengthens the training and development program.

Likewise, the presence of highly qualified trainers for employees having a specific level of education, experience, skills, attitudes and personal motivations will further enhance the effectiveness of the Employee Training and Development. Training gives new or present employees the skills; they need to perform their jobs. Training strengthens employee commitment and makes them more competitive which make them an asset for their organizations in future. Furthermore, employees' career development also flourishes under these training and development programs.

Through better Training Programs, organizations are able to change their employees' skills, knowledge, attitudes towards their jobs and related performances as well as their behavior. Trainer needs to identify specific job performance skills needed to enhance and improve performance as well as productivity. The employees as an audience should be analyzed to ensure that the program would be suited to their specific levels of education, experience, and skills, as well as their attitudes and personal motivations. Through training employees get a sense of belonging with their respective organizations, find themselves more interested in their jobs or tasks they perform and as their performance improves, their morale and motivational level also rises.

Therefore, a successful career program, that attempts to match individual abilities and aspirations with the needs of the organization, develops people for the long-term needs of the organization and to address the dynamic changes that will take place over time.

Training plays a significant role on the employee job performance and both the variables training and job performance are related to each other. Training also has a positive impact on employee morale and productivity. Nonetheless, after carrying out this research, it is concluded that the concept of training has evolved to a great extent and to make the best use out of it, organizations need to catch the wave with the new and upcoming trends.

Nonetheless, after carrying out this research, it is concluded that the concept of training has evolved to a great extent and to make the best use out of it, organizations need to catch the wave with the new and upcoming trends.

1 CATCH THE WAVE: SIX TRAINING TRENDS

The wave of the future of training is breaking on the shore. It's dissolving old ways of thinking and asking organizations to look at training in a whole new way. Why? Because much of what organizations did for years in training failed to produce the desired results, if expected outcomes were defined at all. Yes, results. It's no longer acceptable to hope an employee learns something - or maybe gets entertained - at a training session. The agile, changing organizations that will succeed in the future are thoughtfully developing their most important resource: the people they employ. Several of the trends highlighted have already attracted attention and followers for a number of years but not all organizations have caught the wave. Others are just beginning to dissolve traditional training methods.

This research has enabled me to conclude that in order to have maximum impact on employee performance, the following six basic trends should be adopted by an organization.

(a) ADOPT A PERFORMANCE CONSULTING STRATEGY

Not another word for needs assessment, a training professional who can provide performance consulting is in demand. The training function is no longer a catalog of classes. Even the best of generic classes is not positioned to meet the needs of various people and job functions. Interacting with the potential internal or external customers to learn their needs and then to develop custom content to help them achieve their desired outcome is the recommended approach. This requires that the training professional can assess needs and make recommendations about activities, reading, lessons, classes, work

assignments and approaches that will help the customers create their success. Scheduling a class for the customer will rarely achieve this goal.

To do performance consulting well, trainers need education in organization development, group process, and various other methods that will help them serve customer needs. They also need the active support of their managers as their performance becomes more independent. It is harder for an organization to see the results that are obtained from consulting engagements and follow-up. In a training session, you have the end of class "smile" sheet ratings to tally and average to get a score. Though this is not entirely a valid measure, but it's something a manager can see and hold.

(b) MEASURE RESULTS TO SEE IMPACT

Long accepted as a good example of the "right" way to measure training success, Donald Kirkpatrick's (1979) four levels of training evaluation are hard for organizations to do, so especially level three and four evaluation is infrequent. The first level measures the learners' reaction to the training program. The second level measures the learning that has occurred. Third level training evaluation measures the changes in behavior the participants exhibit on the job as a result of the training program. Level four measures the results of the training program as these results affect the organization's bottom line.

Training professionals who want to stay in business and add value to their organization are evaluating training processes and programs on all four levels. According to a survey, 77 percent of organizations use reaction measures; 36 percent use learning evaluations; 15 percent measure behavior change; and eight percent measure results. All of the measures of effectiveness are increasingly used to assess training. Organizations that are maximizing the potential of the money they invest in learning processes are asking about measurable outcomes.

(c) TRAINING DELIVERY IS CHANGING

Trainers have the platform skills needed for effective training delivery, but people who work in the line organization have the knowledge about and control of the work processes. In fact, if it's the boss doing the training, employees are likely to learn the subject matter. Trainers are increasingly asked to impart training skills to people who are experts in subject matter. So, training others to train is a desired competency. With non-trainers training, the training professional needs to hone his skills in locating resources, needs assessment, training design and development, and performance consulting. These are the competencies that are increasingly being used by a training professional.

(d) TRAINING DELIVERY SYSTEMS ARE IN TRANSFORMATION

According to a report, currently, 80 percent of instruction is by live teachers, but about six percent of that is remote, mostly online. Computer-based training with no live instructor accounts for 13 percent of training. About 9 percent is by on-the-job, self-study or other means. We can expect this last to grow. Currently, most computer-based training is via CDs. More training is provided via Intranets than the Internet, but we can expect both of these delivery systems to expand in the future. The key is that multiple ways of delivering training are available to meet the needs and preferences of any employee. If you're not exploring methods of delivering training that utilize CDs, the Intranet, the Internet, and subject matter experts, you're limiting your potential to serve the needs of your organization.

(e) CUSTOMER IS THE INDIVIDUAL EMPLOYEE

As performance management systems and individual development plans replace the traditional appraisal system, increasingly the training customer will be the individual employee. This is amplified by the number of ways in which we can deliver training. In

addition to classes, individual employees will learn through cross-training, stretching work assignments, lateral moves to different jobs, and reading, facilitated sessions, and other methods. Development plans are increasingly individualized which requires that the objectives of any training experience are individualized. You'll see less department-wide sessions and fewer company-wide classes offered. As strategically important as people are for the future, you'll give individual employees the opportunity to grow. Or, the employees you most want to keep will find an organization that will.

(f) TRAINING IS DELIVERED JUST-IN-TIME, AS NEEDED

Immediately applying the new information learned in a training experience allows the employee to practice new behaviors. Giving employees information months or even years before they need it will ensure training failure. We will see more training provided in response to individual development plans just when the employee needs the training.

These six trends are shaping the future in training. There are other training trends I did not touch upon here, but if companies have to catch the wave relative to these, they're setting themselves up for years of success in your organization.

Chapter 7

RECOMMENDATIONS

It is recommended that all employees no matter what their management level is must receive a training and career development program. This not only improves their work performance but also have certain positive psychological effects on their work. Moreover, while running a training and career development program it must be observed under strict conditions that the respective trainers are well qualified for the job they are about to perform. Because this is the basis of what the organization will achieve from the training and career development programs they have, and will not only effect their present but also will definitely have a strong impact on their organization's future.

Moreover, it is also recommended that organizations must specially select those employees for training and career development programs who have higher personal motivation level. Organizations must have a well planned employee training and career development program as to have employee more motivate towards their work and loyal towards their organization. These specific steps will not only affect the employees' job performance and careers but will also benefit the organization on the whole.

Organizations should be careful in the selection of employees for training. It should only select employees that have potential in a way that after training they will provide organization with higher benefits than before and will help organization to face new challenges in future. Selection team should make sure that the employees selected

for training will remain with the organization for a longer time period so as to further benefit the organization. In short, benefits provided by the new trained employees should off-set the cost incurred on training them.

Following steps are recommended for designing effective training system;

1. Conducting needs assessment

It includes analysis of organization, person and task assigned.

Organizational analysis: involves determining the appropriateness of training, given the company's business strategy, its resources available for training, and support by managers and peers for training activities.

Person analysis: involves (i) determining whether performance deficiencies result from a lack of knowledge, skill, or ability (a training issue) or from a motivational or work-design problem, (2) identifying who needs training, and (3) determining employees' readiness for training.

Task analysis: includes identifying the important tasks and knowledge, skill, and behaviors that need to be emphasized in training for employees to complete their tasks.

2. Ensuring employees' readiness for training

It consists of employee readiness that includes his/her attitude and basic skills.

Attitudes and motivation: is the desire of the training to learn the content of the training program. Various research studies have shown that motivation is related to knowledge gain, behavior change, or skill acquisition in training program.

Basic skills: employees' motivation to learn in training activities can also be influenced by the degree to which they have basic skills-cognitive ability and reading and writing skills needed to understand the content of training programs.

3. Creating a learning environment

It comprises of following simple steps which are self explanatory

- Identification of learning objectives and trainings outcomes
- Meaningful material
- Practice
- Feedback
- Observation of others
- Administering and coordinating program

4. Ensuring transfer of training

It refers to the use of knowledge, skills, and behaviors learned in training on the job.

Self-management strategies: training programs should prepare employee to self-manage their use of new skills and behaviors on the job.

Peer and manager support: transfer of training can also be enhanced by creating a support network among the trainees.

5. Selecting training methods

It consists the following

Presentational methods: refer to methods in which trainees are passive recipients of information.

Hands-on methods: refer to training methods that require the trainee to be actively involved in learning. Hands-on methods include on-the-job training, simulations, business games and case studies, behavior modeling, interactive videos, and web-base training. These methods are ideal for developing specific skills, understanding how skills and behaviors can be transferred to the job.

Group methods: involves coordinating the performance of individuals who work together to achieve a common goal.

6. Evaluating training programs

It comprises of

Identification of training outcomes and evaluation design: whether the desired outcome is achieved or not. If the outcome is still not up to the mark that means either there is something wrong with the training program or the employee selected lacks the necessary skills.

Cost-benefit analysis: it is carried out to make sure that the benefits achieved by the training program outweigh the cost incurred on training.

Step 1 is to conduct a needs assessment, which is necessary to determine if training is needed. **Step 2** involves ensuring that employees have the motivation and basic skills to master training content. **Step 3** involves ensuring that the training session (or the learning environment) has the factors necessary for learning to occur. **Step 4** involves ensuring that trainees apply the content of training to their jobs. This involves support from managers and peers for the use of training content on-the-job as well as getting

the employee to understand how to take personal responsibility for skill improvement. **Step 5** involves choosing a training method. **Step 6** is the evaluation of the training program.

Some more tips for training are given as follows

FOR THE MANAGEMENT

- The impact of training on job performance is below normal for 37% employees, which is evident from the analysis. To improve the ratio, the difficulties, which are faced by employees in training, need to be removed so that the training is highly effective and contributes more towards the improvement of job performance.
- To improve the application of knowledge gained by employees in training, employees must be provided by consultation and steps to improve their morale and attitude must be taken by the organization.
- Any training, to be effective requires more than one exposure to the material, especially if the subjects are initially foreign to the trainee. Strategies to promote effectiveness of Foreign and Local banks training program include:
 - Small group sessions to maximized participation and to ensuring all questions are answered
 - Scheduling several smaller topic sessions vice one long training period
 - Conducting demonstration training in the work area
 - Using quality training videos to provide continuity of training
 - Periodically, having managers and supervisors informally quiz employees on knowledge points at the work station
- The management should set its own goals for the program. What does it hope/expect to gain from the experience? How is that relevant? All such questions should be written down.

FOR THE TRAINEES

- The trainees should meet with their own manager to share their goals and ask for input. Questions such as what does the manager expect of them as a result of the training program should be answered

- The trainees should solicit their manager's support and discuss how he/she can help them meet their goals. They should ask the manager for help in rearranging the workload and minimizing distractions while they're away.

- The trainees should meet with their peers and solicit their support. They should ask anyone who has attended the program to share his/her experience with them.

- The trainees should meet with their staff (if they supervise others) and explain the program and what they hope to gain. They should discuss the implications of their absence, how decisions will be made, and how any distractions to them can be minimized.

- The trainees should arrange to meet with their manager after the program to discuss what they have learned and the extent to which the manager's hopes and expectations were realized. They should discuss how the learning can be applied toward accomplishing goals and solicit his/her support to allow changes to take place.

- The trainees should also meet with their peers and/or team after the program to share what was learned, to discuss new ideas, and to implement changes.

TEN TIPS TO MAKE TRAINING WORK

If we think about how much money an organization invests in training that failed to provide the results it sought, we get to know that the selected banks are not alone if training classes rarely resulted in the transfer of immediately useful information to the workplace. Real employee behavioral change, based on the training content, is even harder to demonstrate in most organizations. This is quite discouraging but the following ten tips can help the management of the selected banks in making the training and career management program work.

Selected banks can create a training support process that will ensure that the training it does works! It can make training more effective within the organization. The ten suggestions and approaches described here will make training more effective and transferable and their application will result in measurable differences to the bottom line performance.

(i) Make sure the need is a training opportunity

The banks should do a thorough needs and skills analysis to determine the real need for training and make sure the opportunity it is pursuing or the problem it is solving is a training issue. If the employee is failing in some aspect of his / her job, the banks should determine whether it has provided the employee with the time and tools needed to perform the job. Does the employee clearly understand what is expected from his / her on the job? Does the employee have the temperament and talent necessary for his / her current position; is the job a good skill, ability, and interest fit?

(ii) Create a context for the learning

The banks should provide information for the employee about why the new skills, skill enhancement, or information is necessary and make certain the employee understands the link between the training and his job. Foreign and Local banks can enhance the impact of the training even further if the employee sees the link between the training and his ability to contribute to the accomplishment of the organization's business plan and goals. It's also important to provide rewards and recognition as a result of successful completion and application of the training. People like completion certificates, for instance. Some

banks list employee names and completed training sessions in the banks newsletter. This contextual information will help create an attitude of motivation as the employee attends the training. It will assist the employee to want to look for relevant information to apply after the session.

(iii) Provide training that is really relevant

The banks should provide training that is most relevant to the skill it wants the employee to attain or the information he needs to expand his work horizons. Selected banks need to design a session internally if nothing from training providers exactly meets its needs. Or, seek out providers who are willing to customize their offerings to match the company's specific needs. It is ineffective to ask an employee to attend a session on general communication when his immediate need is to learn how to provide feedback in a way that minimizes defensive behavior. The employee will regard the session as mostly a waste of time or too basic; his complaints will invalidate potential learning. Whenever possible, the company should connect the training to the employee's job and work objectives.

(iv) Favor training that has measurable objectives and specified outcomes

Banks should design or obtain training that has clearly stated objectives with measurable outcomes and ascertain that the content leads the employee to attaining the skill or information promised in the objectives. With this information in hand, the employee knows exactly what he can expect from the training session and is less likely to be disappointed. He will also have ways to apply the training to the accomplishment of real workplace objectives.

(v) Provide information for the employee about what exactly the training session will involve

The company should explain what is expected of the employee at the training session. This will help reduce the person's normal anxiety about trying something new. If he / she

know what to expect, he / she can focus on the learning rather than his / her potential discomfort with the unknown.

(vi) Make clear to the employee that the training is his/her responsibility and he/she needs to take training seriously

The company should make clear to the employee that he / she is expected to apply him / herself to the training process before, during, and after the session. This includes completing pre-training assignments, actively participating in the session, and applying new ideas and skills upon returning to work.

(vii) Make sure that internal or external training providers supply pre-training assignments

Reading or thought-provoking exercises in advance of the session promote thoughtful consideration of the training content. Exercises or self-assessments, provided and scored in advance of the session, save precious training time for interaction and new information. These ideas will engage the employee in thinking about the subject of the session prior to the training day. This supplies important paybacks in terms of his / her interest, commitment, and involvement.

(viii) Train supervisors and managers either first or simultaneously

This is important so that supervisors and managers know and understand the skills and information provided in the training session. This will allow the supervisor to: model the appropriate behavior and learning, provide an environment in which the employee can apply the training, and create the clear expectation that he / she expects to see different behavior or thinking as a result of the training. An executive, who has participated in the same training as the rest of the organization, is a powerful role model when he / she is observed applying the training.

(ix) Train managers and supervisors in their role in the training process

The average supervisor has rarely experienced effective training during his career. Even rarer is the supervisor who has worked in an environment that maximized transfer of training to the actual workplace. Thus it is a mistake to believe that supervisors automatically know what must happen for effective training to take place. The HR professionals at these banks can coach supervisors about their role and provide a handy tip sheet that explains in detail the organization's expectations of the supervisor in support of effective training.

(x) Ask supervisors to meet with the employees prior to the training session

These organizations should ask supervisors to meet with employees prior to the training session and discuss with the individual what he / she hopes to learn in the session. They should discuss any concerns he / she may have about applying the training in the work environment and determine if key learning points are important for the organization in return for the investment of his / her time in the training. Any obstacles that the employee may expect to experience as he / she applies the training should be identified.

TRANSFER OF TRAINING

Can a company turn its training participants into learning magnets who can't wait to attend their next training opportunity? Absolutely. Can a company expect improved work performance as a result of the time, energy, and money it invests in training? Absolutely. They just need to pay attention to who presents the training, how the training is presented, and the role they expect from participants. What participants do during the training session makes all the difference.

Similarly, the banks can use these twelve ideas to address complaints about training (I don't have time; it's a waste of time; my boss won't let me do anything I learn anyway) and spark improved performance in the workplace.

1. THE TRAINER MAKES A DIFFERENCE

One of the most effective training sessions is held at General Motors where as part of a corporation-wide culture change process, all employees attend an educational session. The key ingredient is the instructor. He is a GM Executive; he expects each individual attending the session, in turn, to instruct the people who report to them. The ability to train others is one of the most important indicators of training retention. Alternatively, participants react more favorably to trainers who have experience in their industry. They appreciate facilitators who have experienced and addressed the issues and situations highlighted in the training. The more closely the instructor can link the training to participants' real life experience, the better for application of the information later on the job.

2. PRESENT TRAINING AS PART OF A CONSISTENT MESSAGE FROM THE ORGANIZATION

Classes must be built on each other and reinforce the content learned in earlier sessions. Too many organizations approach training as a potpourri or menu of available classes and sessions. When there is no interconnection between sessions and the information provided in the sessions, organizations lose a great opportunity to reinforce basic shared skills, approaches, and values. Thus training must reference earlier sessions, draw parallels, and reinforce content.

3. ASK EACH INDIVIDUAL'S MANAGER, AND THE MANAGER'S MANAGER, TO ATTEND THE TRAINING SESSION WITH THEIR STAFF

When three levels of the organization would attend the training together, participants will be more willing to try out the ideas learned in training. This will be especially effective if participants see their manager trying out new skills as well. This is also important for reinforcement of the training following the session.

4. PROVIDE TRAINING IN “CHUNKS” THAT ARE SCHEDULED OVER A PERIOD OF TIME

Employees would learn more in training sessions that provide chunks, small amounts of content, based on a couple of well-defined objectives. Participants will attend these sessions, perhaps a couple of hours per week, until the subject is learned. This will allow for practice of the concepts in between the sessions. Content and application of concepts will be reinforced at each subsequent session. This will also allow employees to discuss their successes and difficulties in applying the training in their actual work session. The instructor can help participants practice the training content by giving assignments that are debriefed at the next meeting.

5. TRAIN SKILLS AND INFORMATION THAT ARE IMMEDIATELY APPLICABLE ON THE JOB

“Use it or lose it,” is a common refrain about training. This is a true statement. Even with strategic skills such as listening, providing performance feedback, and teambuilding, both Local and Foreign banks should set up situations in which practice is immediate and frequent, to help participants retain the training. In application-oriented training such as software training, the company should not bother with the training unless participants have the software. In fact, training is often more effective if they experiment with the program first, before attending the session.

6. THE TRAINER CAN SET A POSITIVE, PRODUCTIVE TONE FOR THE SESSION AND THE LATER APPLICATION OF LEARNING WITH A POSITIVE, INFORMATIVE, HONEST OPENING THAT STRESSES BEHAVIORALLY ORIENTED OBJECTIVES

How the instructor opens the training session begins the process of managing participant expectations. (“You will be able to do the following as a result of attending this session...”) According to a research, far more people act themselves into a new way of

thinking than think themselves into a new way of acting." Participants need to know what expectations they can have of the session so the objectives must be realistic and not "over-promise." At the same time, the opening should stress "what's in it for me," the participants will experience as a result of their wholehearted participation in the session. Emphasize "what's in it for the trainee," the value of session and the information during the entire session.

7. MAKE USE OF SESSION PRE-WORK DURING THE ACTUAL TRAINING SESSION

Asking people if they "read the article" or "thought about" the concept is not enough! The best pre-training exercise is to send out a list of focus questions. The only instructions provided should be, "Answer the questions as completely as possible and keep the answers private." When the participants arrive at the workshop, have them meet in a central location with a chalkboard. On the chalkboard write a message saying, "Feel free to discuss your questions and answers." After 20 minutes the trainer should enter and ask the group what they were discussing. Then you carry on from that point. This technique is quite similar to the practice when students are given a topic of discussion, presented from several viewpoints, and then allowed to "pre-discuss" the topic, and it is observed that the topic is better understood and better retained.

8. DURING THE TRAINING SESSION, PRACTICE ACTIVE LEARNING PRINCIPLES; HONOR A VARIETY OF LEARNING STYLES

Banks should recognize that a range of activities and information applications will appeal to participants' varied learning styles. It should use real life examples, analogies, case studies, small group discussion, presentation, and experiential exercises and provide visual support materials such as films and transparencies for people who learn visually. By keeping the training varied, exciting and stimulating, the company can help people retain the content. By appealing to the variety of learning styles in the group, it can

enhance participant learning. Examples and application exercises ensure employees can connect new material to their current practice and what they already believe. This, in turn, ensures transfer and application on the job.

9. INCREASE TRAINEE INVESTMENT IN THE SESSION BY ENGAGING THEM IN TASKS REQUIRING ACTION

The company should provide easy ways for participants to take notes and periodically ask them to jot down application ideas. It should ask them to share these ideas in a small group and underline the most important concept on a page; circle the ideas that most apply to their circumstances. Moreover, the company should request that participants identify how their supervisor can help them apply the training. The action should be planned as an ongoing activity during the session, instead of a too often time-crunched activity at the end of the session.

10. PROVIDE REFERENCE MATERIALS AND JOB AIDS FOR REVIEW AFTER THE SESSION

Banks should also include participant input into the materials, making participants more likely to use the documents. Katie Norton, of Katie Norton Consulting in Santa Fe, New Mexico, suggests “I have been conducting customer service trainings for a large, private medical practice and as follow-up to the training we have developed a Customer Service Manual. This manual contains the suggestions, ideas, tips, and "rules" for each of the departments that came out of the training sessions. It will be part of the orientation for all new employees and will also be distributed to all existing employees once it is complete. We will also conduct annual (or more frequent if necessary) refresher courses for the staff.”

11. DURING THE SESSION, DISCUSS HOW TO ADDRESS REAL LIFE SCENARIOS, AND BARRIERS PARTICIPANTS BELIEVE THEY WILL ENCOUNTER WHEN THEY APPLY THE TRAINING

According to a research, too often, training professionals don't prepare participants for the real world in which they will attempt to use what they learned in class. Trainers should work on performance barriers in the domain they can control, their classrooms. They can share data from the needs assessment on unearthing barriers and offer ways to overcome them. Trainers can also discuss with participants their managers' or co-workers' possible objections. The participants can practice their responses. In other words, trainers can inoculate participants against the thoughts, words, and deeds of resistance. They can share suggestions from participants who were able to transfer what they learned in training and who came up with successful approaches to get more computer resources, supervisory support, and so forth.”

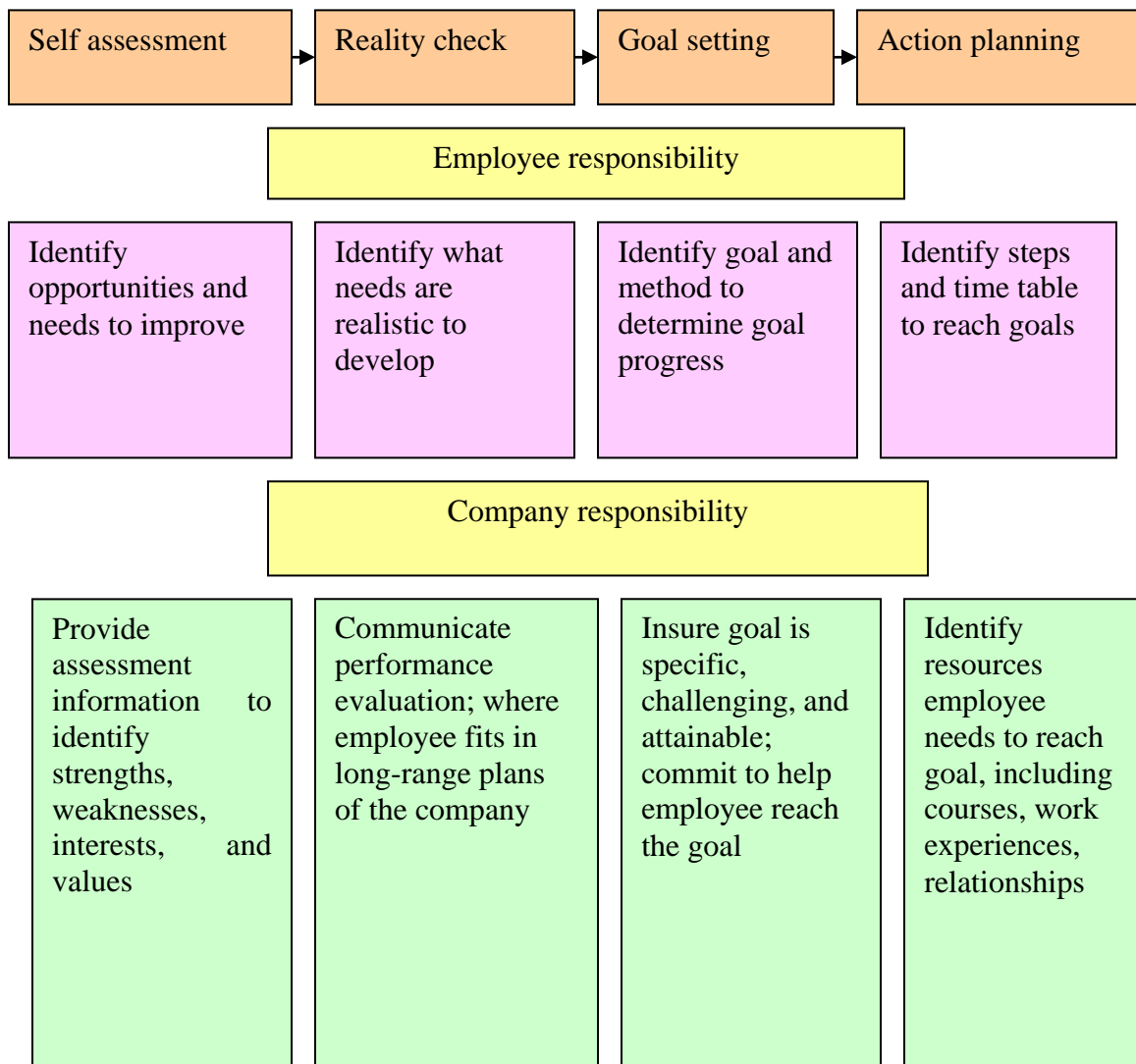
12. ASSIGN OR SELF SELECT A TRAINING PARTNER

The role of training partner is well defined and agreed upon by participants. The training partners can contact each other for say six months following the training program to compare notes and assist with application challenges. This way they can develop an excellent professional colleague in the process.

These twelve tips should help Local as well as foreign banks to present sessions that work. The content, from sessions that apply these ideas, will be absorbed by participants and actually used to improve performance back on the job.

STEPS FOR EFFECTIVE CAREER MANAGEMENT PROCESS

For career management process the following steps and responsibilities are recommended;



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APPENDICES

QUESTIONNAIRE

1. Gender

- Male
- Female

2. Management Level

- Upper
- Middle
- Lower

Department _____

3. Work Experience

- Less than 5 years
- Between 5 years and 10 years
- 15 years and over

4. Education Qualification

- Intermediate
- Graduate
- Master
- Any other (please mention)_____

5. Did you receive any professional training by the organization related to your work?

- Yes
- No

6. To what extent did you find that training and development program helpful and effective for your present and future?

- Very effective
- Effective
- Neither effective nor infective
- Ineffective
- Extremely ineffective

7. To what extent do you agree that trainers' qualifications strongly effect the training programs?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree.

8. Do you agree that higher level of education; skills, experience, attitudes and personal motivation of employees are necessary for an effective training program.

- Yes
- No

9. Using the scale below, please indicate your response to each of the items that follow, by circling the number that best describes the importance of each factor's presence in a trainer for an effective training program and also there influence on career development.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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1	2	3	4	5
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Employee Education	1	2	3	4	5
Employ Skills	1	2	3	4	5
Employee Experience	1	2	3	4	5
Employee Attitudes	1	2	3	4	5
Employee Personal Motivation	1	2	3	4	5

10. Do you believe training improves selection for promotion?

- Yes
- No

11. Do you agree with this fact that Employee Training and Career Development Plans make an employee more motivated towards his work and loyal towards his employer or organization.

- Agree
- Disagree

12. To what extent you believe that the employee training and career development programs are beneficial for the organization on the whole.

- Highly beneficial
- Beneficial
- Neither beneficial nor non-beneficial
- Non-beneficial
- Highly non-beneficial