

Notes by-

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CONSTRUCTION MANAGEMENT

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Q. 1] Explain Sequence of Training program.

Training programmes are to a costly affair, and a time consuming process. Therefore they need to be drafted very carefully. Usually in the organisation of training programmes ; the following steps are considered necessary.

- ① Discovering or identifying the training needs.
- ② Getting ready for the job.
- ③ Preparation of the learner.
- ④ Presentation of operations & knowledge
- ⑤ Performance by out.
- ⑥ Follow-up and evaluation of the programme.
- ⑦ Discovering or identifying tra

▷ Discovering or identifying the training job:needs:-

A training programme should be established only when it is felt that it would assist in the solution of specific operational problems. The most important step in the first place, is to make a through analysis of the entire organisation, its operations & manpower resources available in order to find out "the trouble spots" where training may be needed. It should however be noted that training is not a cure all.

for eg. If the efficiency of an employee is low, or he cannot get the job done ,it may be

be due to faulty raw materials & equipment or not getting their timely supplies or a defective engg. design or uncongenial work envt. or low wages or fair supervision, if that is the case, these problems should be rectified.

Identification of training needs must contain three types of analysis:

i) organisational analysis.

ii) Operational analysis.

iii) Man power analysis.

Organisational analysis centres primarily upon the definition of the organisation's goals. Its resource & the allocation of the resource as they relate to the organisational goals. The analysis of the organisational goals established the framework in which training needs can be defined more clearly.

Operational analysis focuses on the task or job regardless of the employee doing the job. This analysis includes the determination of the worker must do the specific worker behaviour reqd. If the job is des & skill of the incumbent its each position & determines what knowledge attitudes or skills he must acquire & what attention in his behaviour he must make if he is to contribute satisfactorily to the attainment of

of organisational objective.

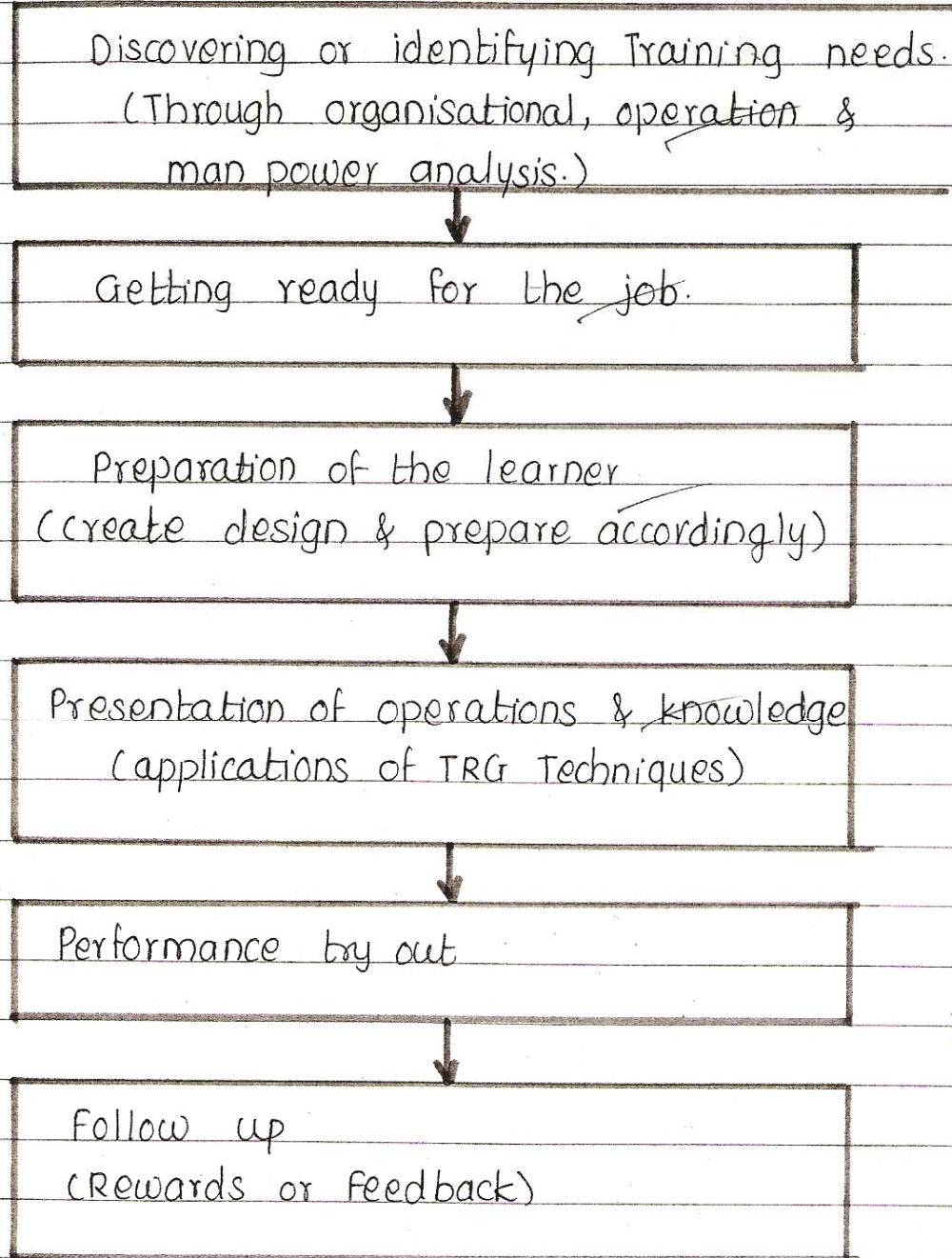


Fig: Sequence of Training programme.

2) Getting ready for the job:-

Under this step, it is to be decided who is to be trained - The newcomer or the older employee or the supervisory staff, or all them selected from different depts. The trainer has to be prepared for the job, for he is the key figure in the entire programme. This calls for a decision.

3) Preparation of the learner:-

This step consists:-

- i) In putting the learner at ease (so that he doesn't feel nervous because of the fact he is or a new job.)
- ii) In starting the importance & ingredients of the job & its relationship to work flow.
- iii) In explaining why he is being taught.
- iv) In creating interest & encouraging questions finding out what the learner already knows about his job or other jobs.
- v) In explaining why of the whole job & relating it to some job the worker already knows.
- vi) In placing the learner as close to his normal working position as possible &
- vii) In familiarising him with the equipment, materials, tools & trade terms.

4) Presentation of operations and knowledge:

This is the most important step in a training programme. The trainer should clearly tell, show, illustrate & question in order to put over the new knowledge & operations. The learner should be told of the sequence of the entire job and why each step in its performance is necessary. Instructions should be given clearly completely & patiently there should be an emphasis on key points, & one point should be explained at a time. For this purpose, the trainer should demonstrate or make use of audio visual aids & should ask the trainee to repeat the operations. He should also be encouraged to ask questions in order to indicate that he really knows and understands the job.

5) Performance Try out:-

Under this, the trainee is asked to go through the job several times slowly, explaining him each step mistakes are corrected & if necessary some complicated steps are done for the trainee the first time. Then the trainee is asked to do the job gradually, building up skills & speed. As soon as the trainee demonstrates that he can do the job in a right way

he is put or his own, but not abandoned.

The trainee is then tested & the effectiveness of a training programme evaluated. This is usually done by -

- i) Giving written or oral tests to trainees to ascertain how far they have learnt the techniques & principles taught to them & the scores obtained by them.
- ii) Observing trainees on the job itself & administering performance test to them.
- iii) Finding out individuals or a groups relation to the training programme, while it is in progress & getting them to fill up evaluation sheets.
- iv) According structured interviews with the participants or sending them questions by mail.
- v) Eliciting the opinion or judgement of the top management about the trainees performance.
- vi) Comparing the results obtained after the training with those secured before the training programme in order to find out whether any material change has taken place in attitude, opinion in the quality of output in the reduction in scrap, breakage & the supplies used & in overhead costs.

6) Follow-Up:

This step is undertaken with a view to testing the performance & effectiveness of training effects.

This consists in;

- i) Putting a trainee "on his own."
- ii) checking frequently to be sure that he has followed instructions &
- iii) Tapering off extra supervision & close follow up until he is qualified to work with normal supervision.

It is worth remembering that if the learner hasn't learnt the teacher hasn't taught.

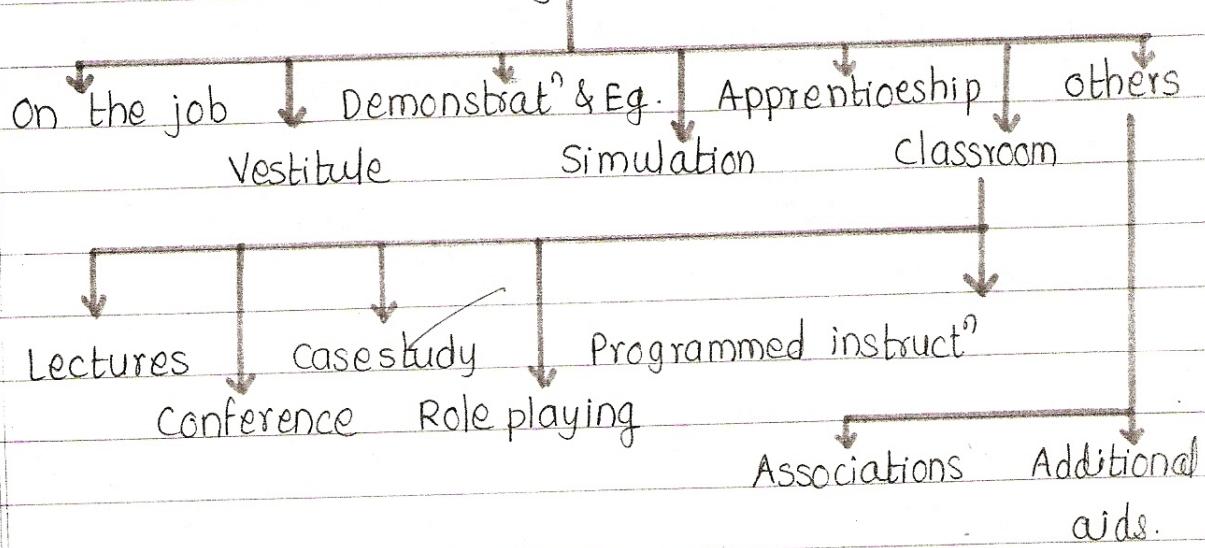
Q.2] Explain the methods of Training.

The forms & types of employee training methods are inter-related. It is difficult if not possible to say which of the methods or combinations of methods is more useful than the other. In fact, methods are multifaceted in scope & dimension & each is suitable for a particular situation. The best technique for the situation may not be best for different groups or tasks, care must be used in adopting the technique / method to the learner & the job. An effective training technique generally fulfills these objectives, provide motivation

to the trainee to improve job performance, develop a willingness to change provide for the trainee's active participation in the learning process, provide a knowledge of results about attempt to improve i.e. feedbacks & permit practice where appropriate.

Classification of Training methods:-

Training Methods



Q.3] Explain basic needs of training:

The need for the training of employees would be clear from the observations made by the different authorities:

▷ To increase productivity:

"Instruction can help employees increase their level of performance often directly leads to increased operational productivity & increased

profit." Again "increased performance & productivity because of training are most evident on the part of new employees who are not yet fully aware of the most efficient & effective ways of performing their jobs."

2) To improve quality:-

"Better informed workers are less likely to make operational mistakes. Quality increases may be in relationship to a company product or service or in reference to the intangible organisational employment atmosphere."

3) To help a company fulfill its future personnel needs :-

"Organisations that have a good internal education programme will have to make less drastic manpower changes & adjustments in the event of sudden personnel alternations. When the need arises, organisational vacancies can more easily be staffed from internal sources if a company initiates & maintains an adequate instructional programme for both its non supervisory & managerial employees."

4) To improve organisational climate:-

An endless chain of positive reactions results from a wellplanned braining programme. Production & product quality may improve financial incentives

may then be increased internal promotions become stressed, less supervisions pressures ensure & base pay rate increases results. Increased morale may be due to many factors, but one of the most important of these is the current state of an organisational educational.

5) To improve health & safety:-

Proper training can help prevent industrial accidents. A safer work envt. leads to more stable mental attitudes on the part of employees. Managerial mental state would also improve if supervisions knows that they can better themselves through company designed development programmes.

6) Obsolescence Prevention:-

"Training & development programmes foster the initiative & creating of employee's & help to prevent manpower obsolescence which may be due to age, temperature or motivation or inability of a person to adopt himself to technology changes.

7) Personal Growth:-

"Employees on a personal basis gain individually from their exposure to education experiences". Again, "Management development programmes seem to give participants a wider

awareness, an enlarged skill, & enlightened altruistic philosophy & make enhanced personal growth possible.

It may be observed that the need for training arises from more than one reason:

- i) An increased use of technology in production.
- ii) Labour turnover arising from normal separations due to death or physical incapacity for accidents, diseases, superannuation, voluntary, retirement, promotion within the organisation & change of occupation of job.
- iii) Need for additional hands to cope with an increased production of goods & services.
- iv) Employment of inexperienced new or bad labour requires detailed instruction for an effective performance of job.
- v) Old employees need transfer training to enable them to keep abreast of the changing methods, techniques & use of sophisticated tools & equipments.
- vi) Need for enabling employees to do the work in a more effective way, to reduce learning time, reduce supervision time, reduce waste & spoilage of raw materials & produce quality goods & develop their potential.
- vii) Need for reducing accident rates.

Q.4) Write short note on:

i) Semiskilled labour

ii) Skilled labour.

Training for different employees:-

Employees at different levels require training
unskilled workers requires training in ~~p~~ improved
methods of training for handling machines &
materials, reduce the cost of production & waste
& to do the job in the most economical way.

Such employees are given training on the job
itself & the training is imparted by their
immediate superior officers, sardars or foreman.

The training period ranges from 3 weeks to 6 weeks.

i) Semiskilled labour:-

Workers require training to cope with the
requirements of an industry arising out of the
adoption of the mechanisation, rationalisation
& technical processes. These employees are given
training either in their own sections of dept.
or in segregated training. Shops where machines
& other facilities are usually available. The
training is usually imparted by the more proficient
workers, bosses, or inspectors & the lasts for a
few hours or a week, depending upon the number
of operations & the speed & accuracy required for job.

Training methods include instruction in several semi skilled operations because training in one operations only creates difficulties in adjustments to new conditions, leads to colour of specification to a job & makes work somewhat monotonous for an individuals.

) ii) skilled labours:-

Skilled labours are given training through the system of apprenticeship, which varies in duration from a year to three, or five years. Such training is also known as tradesmen or craftsmen training, & is particularly useful for such trades in industry which requires highly sophisticated skills - as in carpentry, drilling, boring, planning & host of other industrial jobs & operations. While the mass prodⁿ in industry has considerably reduced the proportion of employees who must be skilled tradesmen, the design, the constⁿ & maintenance of new machines has increased to such an extent that a very high level of skill & capacity is required to become a skilled tradesmen. Any apprentice programme usually takes into consideration the facts of individual differences in abilities & capacities such programmes are usually conducted in training centres & industry itself.

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