

## **A Conceptual and Analytical Perspective of Training**

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### **Abstract**

There is an enriched tradition on training system in south-east asian part of the world. It was launched first at the earlier period of 1800 in Fort William College in Kolkata. The sequential development and enhancement of training system nowadays recognizes one of the force of success in any institution.

During training one is accumulated with knowledge new technology, procedure and subsequently when acquired skill or method applied in working place that results improvement of the task. Simultaneously confidence is build up. As a result employee become more interested to take training. In such way he/she become a specialized resource. Primary responsibilities of management is to make acquainted all the employees with their existing working environment irrespective of their previous experiences and skills. The same is applicable for those who are promoted or transferred. This article described the issues related to training to develop a conceptual and analytical perspective of training.

Key words: [Training, Employee, Knowledge, Skill, Attitude, Education learning development]

### **Introduction:**

(Bangladesh Public Administration Training Centre, Post-Entry-Training in Bangladesh Civil Service: The Challenge and Response 1986) There is an enriched tradition on training system in south-east asian part of the world. It was launched first at the earlier period of 1800 in Fort William College in Kolkata for the officers of east India company as a formal training. Next in 1805 Helvary College in England took the responsibility of primary training and Fort William College became a language training school. The sequential development and enhancement of training system nowadays recognizes one of the force of success in any institution.

(Chowdhury 1969) Modern society have become more interactive and interdependent day by day. If there is any change in a sector, it reflects on the another one. Administration system generally has got specialized and complex. It seems the need of highly special knowledge on the same sector. Besides this because of the development of government activities in social and economic sectors, different progressive responsibilities have been imposed on administration on overall management system. Due to the implications or uses of developed technologies, to cope up with the situation and to introduce with the technological world the highly special knowledge on training knows no bounds.

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(Beach Dale 1974) Training is a continuous process. (Flippo 1976) During training one is accumulated with new technology, procedure and subsequently when acquired skill or method applied in working place that results improvement of the task. Simultaneously confidence is build up. As a result employee become more interested to take training. In such way he/she become a specialized resource. Training changes employee behavior and enhances knowledge which contributes to flourish personality of the employee and to improve their career. The design and execution of training is greatly depend on the situation time, state of the employees and finally on the requirement of the organization. Training does produce a decisive impact on the final outcome of the development process. Primary responsibilities of management is to make acquainted all the employees with their existing working environment irrespective of their previous experiences and skills. The same is applicable for those who are promoted or transferred.

### **Objective.**

The objective of the study is to develop a conceptual and analytical perspective to give a comprehensive scenario regarding training and its components.

### **Literature Review:**

Training is the act of increasing the knowledge, skills, and attitudes of an employee for doing a particular job. The focus of training is on the immediate period to help fix any current deficits in employee's skills. The initiative for training comes from management.

### **Importance of Training**

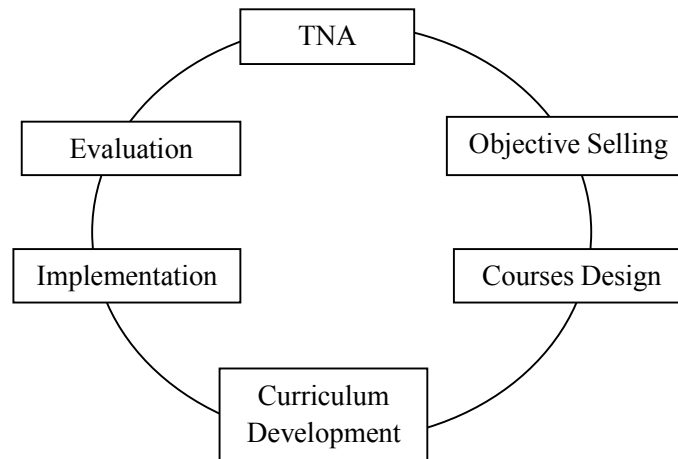
Firstly those who enter into the job after competing their college or university education, needs to undergo training to give them practical idea about their working area. Training provides them with the information of organizational motto, justification, ideology and its applicability in present world. Training plays a vital role to bring change in employees attitude, in building values and to implement development project.

Secondly those who have been working in job for long time and have lacking in working skill, training is an essential for them to enhance the quality of their work. They can also learn distinct technique,

### **Training Cycle**

(Dessler and Verkkey 2009) A training cycle is a combination of six components. It starts with Training needs assessment (TNA) and ends with evaluation. Objective setting helps to understand how the learner will be benefited from the course and how the course will be measured. Course designing solve the questions like: what is the best way to present the course information? How to make learning more effective? Curriculum development focuses on what will be the contents, texts, and media in a training program. Implementation stage deals with how the actual delivery will be handled. Evaluation line up how the effort will be evaluated during or after the training.

Figure No: 1.1  
Training cycle



From the above discussion it is evident that training is the key force for overall development of the organization. (Flippo 1976) Training is a continuous process The training process is shown in figure number 1.1. There are two types of training. They are pre-entry and post-entry. (Beach 1975) Training is accomplished through different methods namely lecture method, case study, role play, apprenticeship training, sensitivity training, business game, vestibule training, conference method, position rotation method etc. Training is imparted through different aids. Use of methods and aids depends on training objective, groups size, trainer’s convenience and cost etc.

### Methods of Training

#### Job Instruction Training

(Dessler 2005) Job instruction training is received directly on the job, so it is often simply called “on-the-job” training. It is used primarily to teach workers how to do their present job. A trainer, supervisor, or coworker serves as the instructor. When it is properly planned and executed, this method includes each of the learning principles. In most cases, however, the trainer’s focus is on making a product, not on good training technique.

On-the-job training (or OJT) has several steps. First, the trainee receives an overview of the job, its purpose, and its desired outcomes, with emphasis on the relevance of the training. Then the trainer demonstrates the job to provide the employee with a model to copy. Since the employee is shown the actual actions that the job requires, the training is transferable to the job. Next the employee is allowed to mimic the trainer’s example. Demonstrations by the trainer and practice by the trainee are repeated until the job is mastered by the trainee. Repeated demonstrations and practice provide the advantage of repetition and feedback. Finally, the employee performs the job without supervision, although the trainer may visit the employee to see if there are any lingering questions.

### **Job Rotation**

(Werther and Davis 1989) To cross-train employees in a variety of jobs, some trainers will move the trainee from job to job. Each move normally is preceded by job instruction training. Besides giving workers variety in their jobs, cross-training helps the organization when vacations, absences, and resignations occur. Learner participation and high job transferability are the learning advantages to job rotation.

### **Apprenticeships and Coaching**

(Holley and Jennings 1983) Apprenticeships involve learning from a more experienced employee or employees. This approach to training may be supplemented with off-the-job classroom training. Most craft workers, such as plumbers and carpenters, are trained through formal apprenticeship programs. Assistantships and internships are similar to apprenticeships. These approaches use high levels of participation by the trainee and have high transferability to the job.

Coaching is similar to apprenticeships because the coach attempts to provide a model for the trainee to copy. It tends to be less formal than an apprenticeship program because there are few formal classroom sessions, and the coaching is provided when needed rather than being part of a carefully planned program. Coaching is almost always handled by the supervisor or manager and not by the personnel department. Participation, feedback, and job transference are likely to be high in this form of learning.

Someone who accepts the “coaching” of one person to learn that person’s specific job is called an understudy. The star of a theater production often will have an understudy. Assignments to task forces or committees also may help develop people in much the same way that apprenticeships and coaching do. Through periodic staff meetings or work with task forces and committees, a manager develops interpersonal skills, learns to evaluate information, and gains experience in observing other potential models. Noe, A Roymond, Hollen Beck Rjohn, Gerhart Barry and Wright M Patrick (2004),

### **Lecture and Video Presentations**

(Tracey 1971) Lecture and other off-the-job techniques tend to rely more heavily on communications rather than on modeling, which is used in on-the-job programs. These approaches are applied in both training and development. Lecture is a popular approach because it offers relative economy and a meaningful organization of materials. However, participation, feedback, transference, and repetition are often low. Feedback and participation can be improved when discussion is permitted along with the lecture process.

Television, films, slides, and filmstrip presentations are similar to lectures. A meaningful organization of materials is a potential strength, along with initial audience interest. Growth of video presentations is encouraged by the use of satellite communications to bring courses into the work site, particularly in engineering and other technical fields.

### **Vestibule Training**

(Pigors and Mayers 1977) So that instruction does not disrupt normal operations, some organizations use vestibule training. Separate areas or vestibules are set up with equipment similar to that used on the job.

This arrangement allows transference, repetition, and participation. The meaningful organization of materials and feedback are also possible.

### **Role Playing and Behavior Modeling**

(Holley and Jennings 1983) Role playing is a device that forces trainees to assume different identities. For example, a male worker may assume the role of a female supervisor, and the supervisor may assume the role of a male worker. Then both may be given a typical work situation and told to respond as they expect the other to do. The result? Usually participants exaggerate each other's behavior. Ideally, they both get to see themselves as others see them. The experience may create greater empathy and tolerance of individual differences. This technique is used to change attitudes (for example, to improve racial understanding). It also helps develop interpersonal skills. Although participation and feedback are present, the inclusion of other learning principles depends of the situation.

Closely related to this form of role playing is behavior modeling. Behavior modeling was described by two writers as follows:

Modeling is one of the fundamental psychological processes by which new patterns of behavior can be acquired, and existing patterns can be altered. The fundamental characteristic of modeling is that learning takes place, not through actual experience, but through observation or imagination of another individual's experience. The re-creation of the behavior may be videotaped so that the trainer and the trainee can review and critique it. Often when watching the ideal behavior, the trainee also gets to see the negative consequences that befall someone who does not use it as recommended. By observing the positive and negative consequences, the employee receives reinforcement that encourages the correct behavior.

### **Case Study**

(Werther and Davis 1989) By studying a case situation, trainees learn about real or hypothetical circumstances and the actions others take under those circumstances. Besides learning from the content of the case, a person can develop decision-making skills. When cases are meaningful and similar to work-related situations, there is some transference. There also is the advantage of participation through discussion of the case.

### **Simulation**

(Dessler Gary and Varkkey Biju 2009) Simulation exercises are in two forms. One form involves a mechanical simulator that replicates the major features of the work situation. Driving simulators used in driver's education programs are an example. This training method is similar to vestibule training, except that the simulator more often provides feedback on performance.

Computer simulations are another technique. For training and development purposes, this method is often in the form of games. Players make a decision and the computer determines the outcome, given the conditions under which it was programmed. This technique is used most commonly to train managers, who otherwise might have to use trial and error to learn decision making.

### **Self Study and Programmed Learning**

Carefully planned instructional materials can be used to train and develop employees. These are particularly useful when employees are dispersed geographically or when learning requires little interaction. Self-study techniques range from manuals to prerecorded cassettes or videotapes. Unfortunately, few learning principles are included in this type of training.

Programmed learning materials are another form of self-study. Usually these are printed booklets that contain a series of questions and answers. After reading and answering a question, the reader can immediately uncover the correct response. If it matches the reader's answer, the reader proceeds. If not, the reader is directed to review accompanying materials. Of course, computer programs with visual displays may be used instead of printed booklets. It allows a large number of users to interact with the system to learn at their own pace. Similarly, with the growth in personal computers, programmed learning materials on floppy disks are growing in popularity. Programmed materials do provide learner participation repetition, relevance, and feedback. Transference, however, tends to be low. Illiteracy, whether in industrial or developing nations, limits the feasibility of this approach, especially among entry-level employee.

### **Laboratory Training**

(Werther and Davis 1985) Laboratory training is a form of group training primarily used to enhance interpersonal skills. It, too, can be used to develop desired behaviors for future job responsibilities. Participants seek to improve their human relations skills by better understanding themselves and others. Laboratory training involves sharing experiences and examining the feelings, behaviors, perceptions, and reactions that result. Usually a trained professional serves as a facilitator. The process relies on participation, feedback, and repetition. One popular form of laboratory training is sensitivity training, which seeks to improve a person's sensitivity to the feelings of others.

### **Videoconference Distance Learning**

(Dessler and Varkkey 2009) Videoconference allows people in one location to communicate live with people in another location or with groups in several other locations. It's an effective way to simultaneously train employees at remote and/or multiple locations. Today, video conferencing will generally involve internet transmissions, compressed audio and video signals over cable lines, satellite, or, increasingly, broadband connections. Keypad systems allow for audience-trainer interactivity.

### **Computer and Internet-Based Training**

In computer-based training (CBT), trainees use a computer-based system to interactively increase their knowledge or skills. This may mean presenting trainees with computerized simulations, and using multimedia to help the trainees learn the job.

Training Methods Categorized by Type of Employee

<i>Employee</i>	<i>Employees and Manager</i>	<i>Managers</i>
Apprenticeship	Coaching	Business Games
Job Instruction	Committee or Project	Case Studies
Training	Assignment	Conference
Vestibule Training	Job Rotation	In-Basket
Simulation	Programd Instruction	Incident Method
Behavioral Modeling	Sensitivity Training	Lecture Method Role Playing

Training Methods Categorized by OJT

<i>On-the-Job</i>	<i>On and Off-the-Job</i>	<i>Off-the-Job</i>
Job Instruction		Business Game
Training	Apprenticeship	Case Studies
Job Rotation	Behavioral Modeling	Conference
Coaching	Vestibule Training	In Basket
Committee or Project	Simulation	Incident Method
Assignments	Laboratory Method	Sensitivity Training
Programmed Instruction		Lecture Method Computer Instructor Role Playing

**Distinction Between Training, Education, Learning, Development and Management Development.**

Through training and development are interrelated there are some distinctive arguments that distinguish these concepts.

**Training and Education:**

(Alan 2007) Although training and education are often used interchangeably, there are some important differences between them. Let us look at the following statements of some renewed authorities illustrating these differences:

- (1) Those of us who know where they are going, and can define the path that leads there, are in the business of training, where as those who neither know their destination nor the means of getting there are in education (Skinner, 1965).
- (2) On a continuum that has personal maturation and growth at one and improvement in the performance of predetermined tasks at the other, education would be near the former and training near the latter. (Lynton and Pareak, 1967).

- (3) Where exactly to draw the line between training and education in this continuum is not clear. But perhaps it is also not important. Perhaps it is more important to realize that most teaching/learning situations contain something of each. (Romiszowski, 1961).

### **Training and Learning:**

(Blanchard Nick P. Thacker James W. and Ram Anand V. *Effective Training* 2012) Learning is defined as a relatively permanent change in behavior that occurs as a result of practice or experience. Training involves learning process in bringing about change in the learner's behavior. Thus, these two terms are very closely related. McGehee and Thayer (1964) consider the central process of training is learning. Both training and Learning have the same aim i.e. change in behavior. That is why those two items are often used interchangeably. But despite all these similarities, there are some obvious difference. They are as follows:

- (1) Training is, in fact, the cause and learning the effect and not vice versa. The immediate objective of training is to impart learning. Thus, training and learning, although have the same aim, are different terms.
- (2) Training prepares the ground so that learning process takes place. Kink (1964) considers "training surely amounts to providing the conditions in which people can learn effectively" in fact, people learn from various sources and even in the absence of training. But training creates favorable condition to expedite learning.
- (3) All types of leaning are not desirable in training. Thus, a weaver's poor job performance does not imply that learning has not taken place. Rather, it indicates the effect of learning an inefficient performance. But this type of learning is undesirable in training. Training aims at only that learning which contributes to the improvement of job performance. Thus, learning and training, although, very close, are in fact, different processes. Training to be effective, just facilitates the learning process to occur and guide them to result in the desired on-the-job behavior required of the trainees. Lynton and pareek (1967) express the role of a trainer in connection with learning process with the help of an excellent example: "He (trainer) is like a farmer who prepares the soil, plants good and tends and nurtures the new growth. He does not harbor the illusion that he makes things grow or determines their ultimate size and shape"

### **Training and Development**

(Aswathappa K 2008) Through training and development are interrelated there are some distinctive arguments that distinguish these concepts.

- a) Training is the act of increasing the knowledge, skills, and attitudes of an employee for doing a particular job. Development refers to learning opportunities designed to improve the overall personality of an individual;
- b) The focus of training is on the immediate period to help fix any current deficits in employee's skills. The focus of development is one long term to help employees prepare for future work demands or career goals;
- c) Training is a one-shot affair. Development is a continuous process;



- d) The initiative for training comes from management. To put it differently, training is the result of external motivation. The initiative for development comes from the individual himself. To put it differently, development is the result of internal motivation.

**Training and Management Development:**

(Warren 1979) Management Development and training are often used synonymously and in some instances very vaguely. But recently, serious attention has been given by some authors to highlight the differences between them.

- (1) Training leads to improve the specific knowledge, skills and attitudes of an employee which are needed by his/her job, while management development leads to prepare the employees to meet company goals in specific positions or functions. Thus, training is job-oriented while management development is person-oriented
- (2) Training is one of the many ways or means to the end management development and not vice versa. The other means and reorganization or managerial functions, education, assessment center, promotion job relation, career planning and career progression, guided experience and so on. “Course (training are a tool of management development. But they are not management development.
- (3) Training deals with the needs of the present job and the objectives of training is to meet the short requirements of the job in terms of required behavior. But management development deals with long-term objectives of the organization. It prepares the managers to cope with future change. “Management Development is outside focused rather than inside-focused. Management Development, seen this way, is an innovator, a disorganizer, a critic. Its function is to ask with respect to the company’s human organization, “what is our business, and what should it be?”

**The Difference Between Public Enterprise Training and Public Administration Training:**

	Public Enterprise		Public Administration
a.	It is for specific sectors i.e for industries.	a.	It is given to overall financial area.
b.	It is entirely for industries.	b.	It is for government’s philosophical, legislative, ideological and procedural dimension.
c.	It enforces on operational issues.	c.	It enforces on the implementation of government principle.
d.	It gives importance on making extra profit, achieving better service.	d.	It gives importance’s on enhancing/improving the skill of government administrative body in order to achieve states aim for the welfare of its people.
e.	It is regulated by public admin issues.	e.	It ensures the application of government’s principles in administrative activity.

## **Methodology**

An intensive literature review has been carried out, also definition, importance, types, methods, of training, deference between training and education, learning, development, management development, deference between public enterprise training and public administration training have been studied in detail from various sources including text books. Information thus accumulated has been incorporated in this article.

## **Analysis**

(Civil Service Assembly 1941, Employee Training in the Public Service, Chicago) Back in 1941 to address the importance of training in an issue published where ‘training’ has been described as: “Training is recognized to be a function of management”. (UN, Report on the United Nations Seminar of Public Personnel Management) Seminar conducted by United Nations on Public Personnel Management in January 1951 mention that:

“Main responsibility for training should be shared between the central personnel agency and the line departments”.

(Ahmed 1987) The long term objective of the training should be directed towards the development of the human resource and the nation. That is why the training is called as the key factor of the national development. The spare of training has been extended through out the frame work of the state. Government bodies, autonomous, semi-autonomous and the non-governmental organizations all of them are supposed to be included in this sphere.

The faculty member Dr. Michael J. Jucieus and Richard D. Irwin of Arizona University in their Personal Management book described further details about training:

“Viewed positively, the value of training are not far to seek. First, training serves to improve employee skill, which in turn increases the quantity and quality of output. Second, the relative amount of equipment and material required to produce a unit of output is decreased. Third, executive effort will tend to shift from the disagreeable need of correcting mistakes to the more pleasant tasks of planning work and of encouraging expert employees. And last, the various increases in productivity should find reflection in increased returns to both employer and employees.

To define training Dr. Rolf Lynton, professor of preventive medicine of Public Health School of South Carolina University and Dr. Udai Pareek professor of Indian Institute of Management of Ahamedabad in their book “Training for Development” stated that:

“training is primarily concerned with preparing the participant for certain lines of action which are delineated by technology and by the organization in which he works”.

In the above mentioned statement creation of specialization and expertise in a particular area has been emphasized. During training one is accumulated with new technology, procedure and subsequently when acquired skill or method applied in working place that results improvement of the task. Simultaneously

confidence is build up. As a result employee become more interested to take training. In such way he/she become a specialized resource.

George T. Milkovich and John W. Boudraee are two professors of Cornel University of USA, in their book 'Personnel/Human Resource Management: A Diagnostic Approach' stated about training that:

“Training is a systematic process of changing the behavior, knowledge and or motivation of present employees to improve the match between employee characteristics and employment requirements”.

In brief characteristics of the above mentioned definition has been identified more specifically. Such as training changes employee behavior and enhances knowledge which contributes to flourish personality of the employee and to improve their career.

About improving the skills of employee in an organization for effectiveness of training, Betty Ream, Associate Advisor of Ideal Society of United State Stated that:

“Effective training reduces learning time. The employee will become fully effective more quickly, while wasteful and time-consuming habits can be largely eliminated. It should be a continuous and not a one-off exercise, for little in working life today, processes and systems, attitudes and relationships remains static and old ideas and ways do not fit comfortably into new situations”

To define training, two scholars of Massachusetts Institute of technology Paul Pigors and Charles A. Mayers stated in more detail in their book ``Personnel Administration: A Point of view and a Method” that:

“Training that fosters employee self-development and versatility should be planned, administered, and accepted as a never-ending process, it can be continued until the day of retirement with every employee who is interested in learning and in teaching. Even when employees have passed the stage where they can easily learn a new job or a new skill, they may still participate in the training programme, perhaps offering valuable service in helping to orient and induct new employees”

In the above definition it is said that for planning and execution of training proper sequencing is very important. The training should be designed in such a way that it can encourage the new trainees with a significant level. The Training procedure should be avoided from the monotony. It can be clarified in a way that training is a continuous process and the design and execution of training is greatly dependent on the situation, time, state of the employees and finally on the requirement of the organization. The training session of the employees should be kept continuing with a certain intervals with a view to evaluate for enhancing effectiveness of the training program.

The task performed by the new employee under the supervision of controlling officer can be also considered as training. In this connection, Professor, Max B.E Clarkson stated that:

“Training is not something that is done once to new employee- it is used continuously in every well-run establishment. Every time you get someone to do work the way you want it done, you are training. Every time you give directions or discuss a procedure, you are training”.

Professor William H. Holley of Auburn University and Professor Kenneth M. Jinnigs of Florida University stated in their book *Personnel Management Function and Issue* that:

“Training should take into account individual differences of trainees- differences in intelligence, motivation, aptitudes, interests and so on. Most employees will improve their skills with increased training time, although there is a point at which too much training can cause information overload or boredom. Employees assimilate training at different rates. Some employees, particularly those who have not had related job experience, may require more training than others”.

The aforesaid statement can be abridged in a way that the intelligence, interest, merit of the employees must be taken into consideration before engaging them in training. The training Programme should be organized in such a way so that the trainees feel the necessity of getting involved spontaneously.

Indicating the importance of training considering different positions, circumstances and modified situations of employees of training C.R. Dooley stated that:

“All new employees, regardless of their previous training, education and experience, need to be introduced to their new employer’s work environment and to be taught how to perform specific tasks. Moreover, specific occasions for retraining arise when employees are transferred or promoted, or when job change and new skills must be learned, perhaps because of changes introduced by advancing automation. Even when responsibilities for orientation, induction and retraining are not regarded by managers as calling for planned procedures, they will be met in some way or other, by someone in the work situation”.

The above mentioned statement describes that primary responsibilities of management is to make acquainted all the employees with their existing working environment irrespective of their previous experiences and skills. The same is applicable for those who are promoted or transferred.

Associate Professor Rex Straton of Personnel Administration of Centre for Advanced Technology and Vocational Training of Turin, stated about training for Industry and Commerce:

“Training for industry and commerce is concerned with the acquisition or development of those knowledge, skills, techniques, attitudes and experiences which enable an individual to make his most effective contribution to the combined effort of the team of which he is a member. It’s objective may be to prepare the individual to carry out his present job satisfactorily, or to prepare him for greater responsibility”.

In the light of the above discussion the following features of training are identified.

- Training is the medium of employees self development.

- Training is a process to create specialty in the employees. It enhances employees qualitative and quantitative productivity and thus both the employer and employee become benefited.
- Training helps in developing knowledge and behavior. It makes balance between the job conditions and employees personality.
- Training implements in using new machineries, technology and familiarize with organizational environment; and adaptable to any changing circumstances. Training also prepare employees for enhancing production of an organization at present and in future in any situation.
- Training is a continuous process throughout the professional life of a employee. It is the only way to rectify mistakes and improve performance.
- Training in industries develops employees knowledge, skill, technique, attitude and experience that enable them to contribute organization.
- Training activity should be organized by examining/assessing trainees' individual intelligence, eagerness and inspiration etc.

In the light of discussion mentioned above it may be said that productive organization and combine effort of the employees the production remains sustainable.

In this regard a comment on training by samurai Paul can be cited "Training does produce a decisive impact on the final outcome of the development process."

Basically, enhancing behavioral dexterity technical expertness and developing rationality are the principle issues of training.

### **Conclusion**

From the above discussion it can be summed up that training is much a planned process that enables employees more effective to accomplish their assigned duty as well as give an opportunity to expose their own ideology, ability and skills. It helps them to be more proactive and productive in future. Through proper training employees gain effective technique and knowledge on the administrative, management and technology which let them contribute a lot in achieving company's desired goal. Training also helps employees to prove them as an asset for the organization or company.

For further specification it can be mentioned that

- (i) Training allows a person to develop and expose his/her hidden talent, knowledge, working skill, and change mind set.
- (ii) Training helps a worker/officer to get promotion in services.
- (iii) A new worker/officer get introduced with organizations work styled and processes and adapt himself/herself with new environment.
- (iv) Training removes any kind of conflict in the organizations.
- (v) Training not only enhance employees working skill but also build his/her confidence and capacity to take more responsibility in future.

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