

## **RECENT TRENDS IN THE USE OF TEACHING AND TRAINING METHODS**

**Prof.Dr.K.Palani**  
**M.A.,M.Com., M.B.A., M.Phil., P.hd.**  
**Principal ,**  
**Dr Ambedkar Memorial Institute of**  
**IT & Management Science**  
**Jagda, Rourkela ,Orissa**

### **ABSTRACT**

An attempt has been made to present an overview of training methodologies. It is obvious that it could not contain everything that everyone wanted to know about training methodologies, but it does discuss the concepts, the processes of innovation and change in training technologies, and their relevance to the continuously changing real life situation which are becoming the determining factors in the selection, use of and further learning the never ending urge for creativity in training technologies. Recent trends in the use of Teaching and Training methods, in surveys the main methods of training and explains the special features of each method as well as the key points to remember about their use.

### **INTRODUCTION**

Recently the armoury of teaching and training methods -suitable for management education was quite modest. For years the case study was the only real participative method being used in addition to the more academic classical methods. Although the Harvard business School first introduced the case study as a teaching method in the 1920s it was only much later that it began receiving recognition outside the United States.

Today we still far from know exactly how managerial competence is best acquired and developed. But we do know much more about learning for management now than two or three decades ago. We have come to realize that both the education of potential manager and the further development of practicing managers are extremely complex processes, in which formal education, practical experience and training opportunities play their respective roles, and hence require co-ordination. Management education and training is endeavoring to see the manager's job in its entirety by taking into account the many factors which influence the operation of the enterprise in the contemporary world. This has emphasized the need for continuous improvement not only in the content, but also in the over-all organization and methodology of management education and training programme.

During the last twenty five years more than any other previous time, many new methods have been developed, tested, combined and adapted to different learning situations. Some of the new methods have become irreplaceable tools in the teacher's and trainer's hands; others have remained marginal.

Some are entirely new; others are more or less imaginative adaptations of older methods. Some are simple and can be used by virtually any teacher or trainer (or by the managers themselves) without any special preparation; others are fairly sophisticated and it is not advisable to use them without extensive preparation of both teachers and course participants. A genuine process of innovation is occurring in teaching methods for management education and training. The recipients of training have also become more demanding on methodology; thus, it is anticipated that this innovation process will most certainly continue.

### **MIRACLE METHOD OF TRAINING**

If we put aside the few cases of trainers and consultants who, for purely commercial purposes, want to amaze their clients with "miracle methods of training" we find that the overwhelming majority of those engaged in management education and training are seriously concerned about finding and using the most effective methods possible. Most teachers and trainers try to be realistic about the significance of each teaching methods They want to assess its advantages and disadvantages in relation to others. They try to match the correct method with the objectives of the education or training and with the specific conditions in which learning is to take place. An attempt has been made to show how numerous factors play a role in the choice of training methods and are therefore being increasingly considered by training directors and by the teachers and trainers themselves.

### **MANAGEMENT EDUCATION AND TRAINING**

However; if one proceeds to an examination of various institutions and programmes with regard to the methods used it is easy to find a number of differences. This, of course, is not surprising in view of the over-all present situation of management education and development 'in virtually all developed and developing Eastern and Western countries. Although the long term trend towards professionalism in management is obvious and the standards of, management education and training are constantly improving, we have not yet reached unanimous agreement on the best methods to use in attaining the various objectives of 'management education' and training. On the contrary: the differences between institutions and their programmes are still important and in some cases go as far as complete rejection of certain' methods. As one maxim goes "we are coming out of different stages".

Before talking about differences, we should first mention that the attitude towards classical academic teaching methods is now based on a generally recognized assessment of their benefits and shortcomings. Their use is decreasing not only in the training of practicing managers, but also in university management education. Statements such as "the lecture method is useless and has to be completely eliminated from management development" can be heard; such statements are, of course, extreme and lacking in realism.

### **PARTICIPATE TEACHING METHOD**

The different approaches to the use of participative teaching methods' are influenced mainly by the diversity in overall concepts of management education and training and by an unequal appreciation of the value and potential of individual methods.

### **CASE STUDY METHODS**

The case study method was first used to introduce an empirical approach to management education and training; emphasis was put on the study of typical cases of post practical experience. While today it is an exception to meet a trainer who considers the case study as the panacea for management education and training. It is fair to expect that the analysis to selected case's of practical experience and hence the case study method will continue to be important in the future.

### **SIMULATIONS METHODS**

During the last fifteen years the greatest progress has probably been made in simulation methods (games, exercise, simulation models, role playing in-basket, etc,) which today are at the centre of the management teachers' interest. This is inter-related with the growing use of computers in management education and with the developments in operational research techniques for solving complex business and management problems. It is interesting to notice in this connection that there are now two fundamentally different schools of thought on the effectiveness of simulation in management education.

- (a) The first one emphasizes high motivation and transfer capabilities of teaching by simulation and therefore considers simulation as a very promising teaching tool which will be gaining importance in the future;
- (b) The second one rejects simulation since to improve his performance the manager should know his own style and understand his own response patterns in actual,

unstructured situations. Some people believe that they (the simulation methods) "are always prefabricated in an intellectual world which is not the manager's own".

In spite of the valid arguments put forward by the second school, simulation method will continue to evolve and to be used in more and more educational and training programmes. Those programmes which concentrate on solving complex business problems, on decision-making and quantitative methods use various types of business games with emphasis on market research, economic forecasting and strategic planning problems), Simulation exercises and model building and promote the use of computer services by course participants. Of course, they also use complex case studies. Simulation methods and case studies are also being increasingly used by programmes which deal mainly with the human problems of management.

### **PRACTICAL USEFULNESS OF TRAINING**

In order to enhance the practical usefulness of training and to make sure that the trainee will learn from solving practical management problems, some educational and training programmes give priority to the project method and to consultancy assignments used as a training tool. Curiously enough, this concerns training programmes in both developed and developing countries although the size and level of the practical projects done on courses might be different in these two cases. In the ILO Management Development Programme, which is basically concerned with the transfer of management skills to developing countries, practical assignments and consultancy work have been used as a method of training virtually from the programme's inception. Some European programmes of the Top Management Programme at the Institute of Management in Prague, include complex projects which each participant has to work out and defend.

It should be mentioned, however, that a practical application project used as a training device will meet professional standards and fulfill its task only if prepared and supported by imparting the necessary knowledge. Furthermore, if a training programme claims to deal with the many facets of management, recourse may have to be taken in other methods likely to influence knowledge, skills and attitudes which are not sufficiently affected by the project method.

In the present and forthcoming period of rapid change, managerial obsolescence is a matter of major concern. Indeed one of the remedies to this is cyclical retraining of managers including those in senior and top positions. It is becoming clear however, that retraining is not enough. Managers themselves must continue to learn, so that they can foresee and understand change innovate and act correctly in completely new situations. This should be their principal

skill which, again, is linked with a specific attitude never to stop learning. The higher the level of management, the more urgent is this requirement but it concerns all phases and levels of management education and training without exception.

### **GOOD EDUCATIONAL PROGRAMMES**

Good educational and training programmes, help them to learn how to learn. Course curricula are consciously being designed to force the trainee to deal with new situations in a changing environment, from problem identification and analysis to the making and implementing of original solutions. This, again, calls for the use of participative methods-especially practical project methods, carefully chosen simulation exercises and methods, case studies with a strong element of change, and various group assignments which build on the combined knowledge and expertise of all members of the group.

### **CONCLUSION**

It is no exaggeration to say that the two above mentioned features of management education and training concern over their relevance to the continuously changing real-life situation and emphasis on learning how to learn-are becoming the determining factors in the selection, use, and further evolution of teaching and training methods. Since each method has its strengths and weaknesses, a mixture of methods based on the teacher assessment of their potential and in certain cases emphasizing one particular method around which the programme is built, is the predominant feature of management education and development activities today, and will probably continue to be in the near future.

### **REFERENCES**

**Buckley , R and Caple, J.** The theory and practice of Training, kogan page Ltd. London.

**Craig, L.R. (1987)** Training and Development - Hand Book: A guide to HRD, McGraw Hill, New York.

**Dugan, L (1985)** Training and Development, Addison – Wesley, New York

**ILO (1983).** An Introductory Course in Teaching and Training Methods for Management Development - Sterling Publishers, New Delhi.

**Mumford, A (1986)** Handbook of Management Development. Gower & Sons, London.  
Training and Development Journal, ASTD, Sept. 1982, Feb-Aug. 1988.

**Schein, H.E. and Bennis, G.W. (1965)** Personnel 2nd Organizational Change through Group Methods, John Wiley & Sons, New York.

**Beenet R. (1988) (Ed.)** Improving Trainer Effectiveness. Gower Publishing Co. Aldershot.

**Chaudhary, D.P. (1986).** Training Methodology and Management. Sterling Pub!., New Delhi.

**Cooper, C.L. (1982).** Theory of Management Learning John Wiley & Sons, New York

**Knowles, M. (1975).** Self Directed Learning: A guide to Learners and Teachers. Cam-bridge, New York.

**Rushby, N.J. (1981).** Selected Readings in Computer Based Learning. Kogan Page, -London.

**Stuart, R. and Holmes, L. (1982).** Successful Trainer Styles Journal of European Industrial Training, 6(4), 17-23.

**Soydell T H (1990).** A Guide to the Identification of Training Needs. 2<sup>nd</sup> edn. SACIE, London

**E Rrdinand (1988).** 'Management Training Needs Analysis (TNA).' Industrial and Commercial Training. Vol 20, NoS, September/October. pp 27-31

**Goldstein I L (1 §86).** Training in Organisations: Needs assessment, development and evaluation. 2<sup>n</sup> . Brooks/Cole Publishing Company. California

**Herbert Grand Doverspike D (1990).** 'Performance Appraisal in the Training needs"analysis process: A review arid critique.' Public Personnel Management. Vol119.

**Jackson T (1989).** Evaluation: Relating training to business performance, Kogan page, London  
no 3, fall. pp 253-70

**Newby A C and Bramely P (1984).** ' The Evaluation of Training part II: the organisational context.' Journal of European industrial Training, vol 8, No 7

**AN M Slom (1994).** 'coming in Frort the Cold: A new role for trainers.' Personnel Management. Vol 26, no 1, January, pp 24-7

**Olivas L (1983).** 'Designing and Conducting a Training Needs Analysis; Putting the horse before" the cart.' Journal of Management Development. Vol 2, No 4

