Chapter VI

New areas of Development in Training in SLPI.
Introduction

The State Level Public Enterprises have seen major shifts in the eighties. From the prima-donna status, they are suddenly reeling under threats of privatisation. There has been a harder look at public enterprises and the rhetoric of socially responsible loss-making has come under flak from the policy makers themselves.

Under the scenario of unprecedented changes in polity, industry, society and economy, competitiveness both at home as well as overseas is a natural outcome. Growing up to the emerging opportunities and staying in a competitive environment requires more responsive and innovative approaches than have been evident so far. Strategic management which will be the call of the nineties will imply a constant awareness of missions, continuous appraisal of internal strengths, formulation and implementation of strategies to exploit the identified opportunities. A flexible, adaptive, sensitive and responsive organisation would be the requirement.

In this context, if the SLPEs do not make a conscious effort to change and equip themselves with sufficient leverage to cope with the emerging environment, they will have no other option but to decay or at best be privatised.

372
The key to the whole matter is to manipulate and position the human resource system of the P.E.s in such a way that organisations become strategies. The organisations must launch a comprehensive attack on the existing practices, priorities and constraints and build an enabling system. Recognition of the existing lacunae and identification of the possible requirements for nineties would be the first milestone in strategy formulation for human resources.\(^{(1)}\)

The missing link in the public enterprises has been Training. Training and Development has been more ritualistic than strategic in most of the Public Enterprises. Training plans go by budgets than training needs. There are also some more pitfalls, some of which are highlighted below:

1) The first is the elitist bias. There has been disproportionate attention to supervisory and executive programmes and also for general conceptional training. More emphasis is required for staff training and skill training and in retraining.

2) Often CEO or HRD specialists, pick up one or two technique for training except quality circle and regard it as a panacea for all company ills. Training enables but does not ensure performance.
3) Undue reliance on classroom training. The guidance, communication and counsel that are constantly required on the job are foreseen in favour of classroom training. (2)

In India, the traditional approach in many organisations in developing executives for their improved performance has been by way of nomination of excitement to various seminars, lectures, case studies etc. However, many executives feel that such a formal training lacks a realistic base and is not very significant.

Often, when executives return from attending training programmes, it is seen that they have very little influence on the organisation. In fact, a typical scenario emerges. After the programmes, the participants charged up by their experience and with new readiness to risk change, re-enter powerful organisational environments and cultures that are exactly the same as those they left a few weeks earlier. Because no one else from the organisation was exposed to it, the executives get little reinforcement of their developmental experience. Any notions of individual and organisational change they picked up in the programme are knocked out of their everyday issues and problems (both personal and organisational). As a result, many executives report that they are even more frustrated with their inability.
due to various constraints and complexities, an Indian PSE manager at every level probably spends more time than the manager elsewhere on day to day operations and in solving unexpected problems, despite this, even day to day problems are seldom done well. It is for every manager to give more thought to the future of their profession and business. Any neglect of this will demand a heavy penalty from them in efficiency and effectiveness. It is necessary for managers to take long term view and understand the issues in front of him. He has to take a view of the following aspects:

Technology

The future manager has to prepare himself to be a manager of technology. His management skills must be refined to monitor technology development and adapt them. In fact, future management will be mostly management of technology than management of material resources.

Social Perspectives

So far, managers have not paid any attention to the
primary sector. In future, primary sectors like agriculture, dairy etc will demand management services. This will also require entirely new approach, systems and procedures.

Employment Perspectives

The greatest challenge for managers will be how to increase its demand for employment without diluting productivity or modernisation. It is upto the managers to come up with appropriate manpower projections for 2020 AD and give it to the educationists and administration to match the demand and supply skills. At present, there is only mismatch. Highly skilled posts in Electronics, EDP etc are going a begging, whereas large number of people with intelligence but wanting in skills are begging for employment. The managers job will be to create a match between the two.

Market Perspectives

The composition of future markets in India is going to change drastically. Many parts of the country are getting urbanised faster than any other part of the world. The market is gradually moving from a sellers market to a buyers market. Tastes are getting sophisticated and insistence on quality is increasing. In this scenario, future marketing managers will have an exciting and challenging job.
Operation Perspectives

Japanese have brought out a sea change in organisational patterns and organisation hierarchy. It is high time that similar changes are brought about in our management also. Both the supervision and the supervised in future will be equally educated and skilled.

In order to motivate involve and maintain the morale of this highly educated and skilled workforce, managers will have to design new types of organisations, communication channels and remuneration patterns.

Service Scenario

When India emerges into the 21st century, the market for Indian business will not be confined to the captive Indian market only. The market will be truely international. The Indian manager who has so far been sheltered and protected will no longer have such artificial protectives. He will have to face the world market and compare himself to the best of procedures in cost, quality, service etc. Along with improvement in communication and availability of data, the manager must also be trained to make use of data and take decision in a quicker manner. This will call for additional skills of management. (3)
P.E. managers have a great challenge today. They have to prove their worth, their leadership and managing abilities or else face an uncertain future. The manager will have, as a first responsibility serving the institutions for which they work. They will have to be more productive and result achieving. In addition, they will have the task of managing social impact and social responsibility.

The demand on him will be ever increasing and his skill will become obsolete in less than a decade. Workforce at his command will demand more of his leadership than supervision. Competition will be from all directions of the world while management will always remain the same, namely getting things done and achieving results by applying resources, this management will definitely be altered. There will be need for more knowledge, more planning, greater competence and better team work.

Role of Training

Routine training programmes will not be helpful. The skill mix requirements are changing with research and development changes in environment. Training programmes have to be designed after careful assessment of peoples' profile
Executive training programmes need to be innovative and relevant to the requirement of individual. Ritualistic programmes resulting in a pleasure trip to some hill stations of five star hotels are not going to be much helpful. Further training has to be need based at all levels and for all categories of employees. Profile of each employee in an organisation need to be prepared, training requirements assessed and necessary training arranged.

A very good way of arousing executives interest in learning is by using job as a teaching vehicle. The efforts made by superiors in developing their subordinate executive on the job cannot be substituted by spending a lot of money and formal training of setting up a separate training department for implementing training programmes.

Two major factors are however required for real Executive Development.

1) **Urge for development** on the part of executive.
2) **Superiors concern for helping his subordinate executive** to develop himself to try new ways of managing, without fear of criticism that he did something non-traditional, or unusual.(4)
In a number of organisation training of employees is given a great importance and the results have also been very encouraging. Training is considered to be a necessity to accomplish the goals of the organisation.

In organisations, training is very vital to mould the workforce to achieve the organisational goals. The cursory and scant infrastructure available with organisations in order to meet the objectives of training its manpower to achieve the organisational goals acts as an impediment which reflects on the actual results a company has achieved. The doctrine of right training at the right time, if recognised can transform it to the best organisations - be it service, production or social organisation.

Since training manpower is the single key personnel function of human resource development, there is an obvious need to engage specialists to deal with this subject in the organisation.

The training requirements must be understood and started right at the entry of employees at various levels, which will give them better exposure and understanding of the organisation, its goals and expectations. At the same time, it provides the inputs in right earnest, so that the workforce is ensured to be goal oriented from the very beginning.
If proper attention is given to the following aspects while organising an employee development programmes the results will be extremely encouraging and add to the wealth of the organisation.

1) Employee Inventory.
2) Clear organisation/department goals.
3) Identification of training needs of various departments/groups of employees vis-a-vis the objectives of organisation/departments.
4) Proper course design/duration.
5) Proper selection of trainees.
6) Commitment/Involvement of trainers in the course.
7) Proper feedback system of training course.
8) Follow up of groups after the training improvements/achievements made.
9) New modified programmes to achieve effective training.

In most organisations it has been found that desired attention is not paid and these are done with utmost haste, many a time to improve statistics. This is not a healthy way of piloting Human Resource Development. (5)
Training in the Nineties

In the nineties, training faces three major challenges: how to provide lifelong learning, how to provide efficient training, and how to provide effective learning.

Some say that these challenges are not new. True, learning has always had to be continuous, efficient, and effective. But the changing landscape of the 1990's places new meaning and emphasis on those demands. Training methods will have to be less costly and more timely. Validity and effectiveness will be even more crucial. With rapidly increasing globalisation, training will have to be more dynamic. It must rely less on the static models. As the need for lifelong training increases, so will the demand for more fluid, just in time training models.

In the year 2000, training technology will look very different. We are going to see a major change in this area. Already in use, tele-conferencing and satellite transmission will make it possible to conduct more training by long distance. Fairly recent technological innovations such as video, computers, and optical laser discs are already part of training environment.
Table 6.1 shows the areas of high emphasis for Executive Development

Table: 6.1

<table>
<thead>
<tr>
<th>Past</th>
<th>Executive Education and Development Topic</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>38%</td>
<td>Leadership</td>
<td>89%</td>
</tr>
<tr>
<td>22%</td>
<td>Managing human performance (Motivation, coaching and appraising)</td>
<td>73%</td>
</tr>
<tr>
<td>27%</td>
<td>Becoming customers and market focussed</td>
<td>72%</td>
</tr>
<tr>
<td>23%</td>
<td>Implementation of Business strategies</td>
<td>70%</td>
</tr>
<tr>
<td>15%</td>
<td>Managing organisational change</td>
<td>64%</td>
</tr>
<tr>
<td>28%</td>
<td>Development of formulation of business strategies</td>
<td>62%</td>
</tr>
<tr>
<td>15%</td>
<td>Global strategy and competition</td>
<td>62%</td>
</tr>
<tr>
<td>22%</td>
<td>Team Building</td>
<td>61%</td>
</tr>
<tr>
<td>25%</td>
<td>Total Quality Control</td>
<td>58%</td>
</tr>
<tr>
<td>27%</td>
<td>Communication skills</td>
<td>57%</td>
</tr>
<tr>
<td>27%</td>
<td>Interpersonnel skills</td>
<td>55%</td>
</tr>
</tbody>
</table>


Given below are some of the trends in the Training function for the next five years.

(A) There will be a structural change in the training
function. Companies will continue to experiment with centralization and decentralization, searching for the right mix of overall direction. Training delivery will also shift from professional trainers to non-trainers such as managers, team leaders and technical workers.

(2) Emphasis on performance

The emphasis on high performance work will shift training context away from isolated skill-building and information transfer to performance improvement and support.

(3) Many new models of learning

Learning will be much more integrated into work itself. Self-directed learning and team learning will increase. Group training events will be used less to transfer information or teach skills and more to motivate to build groups to generate knowledge.

(4) More government interest and support for training.
(5) More use of external Training providers.

Companies will increase their use of outside training providers for design and delivery and ever administration of training. These include colleges, training companies, consultants etc.
There will be more use of technology in training.

More emphasis on Diversity:

Monocultural workforces and homogenous customer basis and disappearing. Companies will devote more effort to being aware of differences and incorporate diverse values into their practices, products and services.

Already changes in this direction are taking place. The example of training in Ritz Carlton Hotel can be stated here. This 30 hotel chain hotel seeks to attain zero defect. Training is a key part of Ritz Carltons total quality strategy of linking employee motivation for working with customer expectations for excellent service. Ritz Carlton employees are taught the following eight steps for solving problems at work:

1) Identify the problem you need to solve and determine why it is important to solve.
2) Split the problem by pinpointing where it does and does not occur.
3) Verify the causes of the problem. Don’t fix anything unless you know what to fix.
4) Devise changes that will eliminate the causes of the problem permanently. This is called an action plan.
5) Implement the changes.
6) Evaluate the implementation of the action plan.
7) Evaluate the effectiveness of the action plan.
8) Standardize effective changes.

The training efforts, in the company continued even when there was a recession. Training is considered to be a necessity to accomplish the goals of the organisation. The company gives every employee at least 100 hours of training a year. Over the past decade, Japanese companies have dramatically increased their annual expenditure for employee training. In 1980, they spent on an average of $200 per person on training. In 1990, $400 while large organisations spent as much as $1,200 per person.

The current recession threatens to cut the number of employees in Japanese companies by as much as a third. Nevertheless, companies continue to train in such areas as sales and communication skills and managerial skills that are linked to manufacturing success. In India, in the Public Enterprises both micro and macro level changes are required to tone up the training function. The training programmes to be offered should make the managers become adaptable to emerging changes and introduction of new work technologies.

During the 70's and 80's the PEs accomplished phenomenal quantitative growth. The era of 90's in addition to consolidating these achievements should witness qualitativ-
and technological growth, which in turn calls for massive efforts on developing the managerial skills in PEs. It not only does require management development and education, but also development of skills in new operational areas such as computer services etc. The training in Public Enterprises requires new approaches to achieve this.

The future Manager in Public Enterprises should not only confine themselves to technical achievements but also gear themselves to discharging the functions of a marketing specialist, a public relations officer, a person capable of catching new technologies such as computerisation and launching and administering new financial products and services. They should also develop skills in product development, product selling, planning and administering. The training system should be capable of imparting such skills as mentioned above to the managerial staff.

For the Public Enterprise system to be efficient both operationally and quantitatively manpower development and training assumes great importance particularly when P.E. system is passing through structural transformation with spread of globalisation. The P.E. system needs to be more competitive and efficient so that the system would become stable and help the economy towards accelerated growth and diversification. Such a stable growth in future is possible
only through managerial manpower development and training.

New approach to Training

The training managers often pleads that his functions and activities should be treated as an investment and not as an overhead. Although the general climate and attitudes have changed, there is still unhappily a body of opinion which sees training as an expense, even a luxury. There are a number of reasons for this undoubtedly one of them stances from the school of experience theory. They often do not believe that properly planned and executed training brings employees at all levels up to an acceptable standard of proficiency in their jobs over a shorter time scale than by other means:\(^{(6)}\)

The commitment of the top management in an organisation is essential if training function is to make its contribution to the success of business. Resources will not be forthcoming if those who hold the purse string are not convinced of the value of the service. The training departments have to prove their effectiveness in a tangible way before they can expect to get unqualified support from the top. Some training managers are content to soldier on doing what they have an open authority to do without any contact with the top management at all unless something goes wrong. Instead, they should seize every opportunity to show
management what the training department is doing, what success it is achieving and the ways in which this activity can be developed for the good of the business. If they are not already represented at the business planning stage they should continually lobby for that representation, since without it they can hardly be said to have reached the starting point. The business strategies and particularly the manpower plan should furnish the basis for a training plan embracing the whole organisation. The manpower plan provides an analysis of the manpower currently available and the movements in the workforce which are likely during the period of the plan e.g. from resignations, retirements, deaths, redundancies, transfers, new entries. From this data can be derived a training needs analysis which will identify the training that is needed to satisfy the requirements of the business plan.

Business is dynamic and constantly changing and so training managers should operate in a proactive as well as a reactive the training department should be in contact with every department of the business so that they get to know a great deal of what is going on. (7)

The Training Department

There are no hard and fast rules as to how large the training department should be in a given organisation. The
size and the composition of the training function will be
influenced by a number of considerations such as:

1) The management attitude to training.
2) The organisation structure.
3) The track record of training in the past.
4) The cost.
5) The state of economy and other external pressure

Sometimes, the size of the organisation does not justify
a full fledged training department. In organisations
where the training role is combined with another role
the training officer is likely to be operating in the
traditional sense, that is as an organizer rather than a
practitioner of training. As organisations increase in
size, we often see separate training sections emerging
although they may still be a part of the personnel
department.

Credibility is the foundation of all training
departments. The following guidelines provide an
approach for developing credibility.

1) Knowing the organisations goals, opportunities
problems, priorities and culture.

2) Appropriate use of training should be made. The
programmes should be carefully designed and used only when it is called for an efficient solution. 'Cannes Programme' should not be pushed just for training.

3) A strategic plan should be developed. A concrete vision of the training function for five years can be defined. Then mission statement, objectives and operations should be worked out. Ultimately it is desirable to break-down to year-wise specific action plans with specific tactics.

4) The top management must be involved actively. Support of top management can be obtained by obtaining their trust in the training department. Mutual understanding, studying the management, presenting ideas with logic, inviting them to various activities are some ways to achieve this.

5) The training department must be responsive and do the first things first.

6) The external resources must be used wisely.

7) The training department must focus on what is critical, frequently used and aligned with organisational needs, goals and culture.
8) The contributions must be evaluated and patience desired. Credibility is often a fragile state, easily slipping away just when it has been achieved. It is a challenging experience at times and frustrating for others but well worth the investment in the long run. When training programmes fail, it is the employer who pays the ultimate price. (8)

Consider this scenario

Management at a chain of electronics retail stores elects not to send a member of its training staff across the country to attend a seminar on high density television. The training manager tried to convince top management that it is important for the sales staff to be able to address customer questions on this highly publicized technology. The appeal is denied. The trainee does not attend the training seminar and the company saves $2500. During the next week, 5% of the chain's 600 customers ask sales people questions about high density television. Twenty of those 30 customers were disappointed with the responses they got and moved on to the chain's competitors. Ultimately ten of the 20 bought high density TV's from other retailers. Those customers had spent a total of $12,500 or the net profit would have been about $2500. The cost of the training seminar could have been recovered in one week.
The training departments survival and growth largely depends on its ability to express its contribution in monetary terms.

Training and Public Sector Enterprises

In India, the PEs are embedded in a culture where certain values, beliefs, symbols and rituals have a unique meaning. Any successful organisational transformation is possible when shifts are around these culturally prescribed values, beliefs, norms and expressed through symbols and rituals which the culture possesses. There is need today for organisational transformation in the PEs. Public Enterprises need to develop a corporate global culture. Developing a corporate global culture involves forming and integrating values, mechanisms and processes that allow a company to manage constant change successfully in a competitive global market. Training not only at the pre-entry but also during ones work life is a pre-requisite for continuous improvement and continuous improvement is the by word of progress in todays world. With globalisation, increased competition, improvements in technology and rapid changes in consumer preferences, organisations had to adapt themselves to change just to remain still. It is virtual Alice in wonderland situation today where one has to keep running just to be in the same place. To get somewhere, one has to run faster.
Similarly in the corporate world, organisations have to continuously improve themselves, even if they are the best they want to survive and maintain their position.

The successful organisations in today's world are those who have a commitment to learn on a continuous basis. The 'in' thing today in the world of management innovations is to build up what is called learning organisation. A learning organisation has been defined as one skilled at acquiring, creating and transferring knowledge and at modifying its behaviour to reflect new knowledge and insight. Organisations like Boeing, Xerox etc have seriously fostered an environment that promotes a learning organisation. Needless to say, the creation of such an organisation and development of such a philosophy entails a great deal of importance or training. Without training such concepts cannot even be dreamed of.

Training by itself is definitely not the panacea for all the problems of an organisation. But training is definitely an important foundation stone in countries like Japan and companies from such countries who have insisted on training have reaped rich benefits and have been able to withstand the current recession in a much more stable manner. Perhaps the reason why in the Public Enterprises we are nowhere is because we have practically given a back seat to
the concepts of training. That is one reason why in no field we are today comparable to any leading country in the world. Occasionally, lot of noise do get generated in the Public Enterprises about training, but the results are often a big zero. Very few organisations in India have a training philosophy. In the PEs, where the need is the most, training is the most neglected activity. The Management's attitude towards training is often indicated by the size of the training departments budget. Those training managers who can honestly say that their budget is adequate is few and far between. When budget allocations are made to training departments, as with other overhead functions, economic considerations often take precedence over practical ones.

In other words, a sum will be allocated which the organisation can afford rather than what is appropriate to the needs. This means that the training manager may have to fight hard for adequate funds to meet his training targets. Since as often as not he will have to accept a compromise, he also has to learn to live within his means. Budgets need careful preparation. Underestimating requirements can be fatal, not only for the year in question but also for the future. It is not easy to go back and ask for more if allocation is found to be inadequate and once having established a figure for one year there will be opposition to increasing it for the next. For the same reason, underspending on one year's budget can
result in a reduction in the funds available in the future years. The training departments of the Public Enterprises must give adequate thrust on this aspect.

Besides this, training records are a very essential requirement of the training department. Information has to be available on the organisational policies, objectives and plans with respect to training and on the actions taken and effects. At no stage can any one's memory be depended upon for reference purpose but information must be adequately recorded and available to those who need it in order to meet the objectives of the organisation.

Transforming SLPEs

The one permanent certainty in life is the continuity of change. Human and organisational history provide ample testimony to the fact that only the most adaptable to change in their context have survived. Change is impelling and pervasive and the only because available is to manage it optimally. The capacity of the Public Enterprises to change gears and make a pragmatic shift, depends upon its capacity to continuously transform. Thus, there is a need for continuous renewal so as to gain an edge over competitors and deal proactively with the environment. The SLPEs which are striving for effectiveness and excellence will therefore have to
transform itself, re-examine, change and reinforce values. Plan requisite goals and strategies. These modes will help the public enterprises in optimising organisational resources and increasing human satisfaction.\(^{(9)}\)

Organisational development should be a part and parcel of Individual Development. Organisational Development can be carried out with high performance change model. Based loosely on Rensis Likert’s casual model, Marweles’s Crord’s Six-box model, Mc Kinseys 7’s model and similar other models, this model attempts to identify the key levers available to organisations that change agents can make in order to take organisations towards high performance.

**Factor Determining Organisational Performance**

```
Leadership  -->  Vision  -->  Strategy  -->  Performance
philosophy  role style
structure
values  -->  Systems
culture
behaviour

Quality
service

Financial performance
Productivity efficiency effectiveness
others

Environment
```

Source: IBID

The essence of the model is its focus on the critical nature of organisational leadership especially its philosophy, role and style. A fundamental change must occur in
managements philosophy. The primary focus of management must
move from controlling employees, to creating commitment
capability and confidence among employees enabling them to
become more self-directing.

Leaders should also state where the organisation is
going and why. The organisation must construct a culture and
climate with operating values that enable all employees to
participate actively and creatively in pursuing the vision.
Then it means removing bureaucratic controls and creating a
sense of freedom within the boundaries established by vision
and values - so that people can commit their full talent and
energies to accomplishing their shared goals. Leaders must
ensure that strategies, structures, and systems are integrated
with and supporter of organisations shared vision and
operating values.

The leaders of organisations should understand that
sending executive and managers to executive development or
training programmes does not ensure that organisations will
more towards higher performance. In addition to such
programmes, the organisation must develop positive change
strategies that focus on taking natural management work teams
at levels of the organisations through a uniform integrated
model driven development sequence. (10)
The managers should be made responsible for developing human resource. Some of the general principles of making accountability systems work are as given below:

i) Top management must be fully committed to employee development.

ii) Managers should have upward and downward feedback.

iii) There should be role clarity for managers and subordinates.

iv) The organisation as a whole should participate and there should be empowerment of managers and their subordinates. The managers should be involved in developing an accountability system.

The Public Enterprises must think in terms of succession planning. Planning for lower positions is usually taken care of in the normal course of HRD through executive training programmes, periodical appraisals and screening processes. It is the planning for top management positions which gets neglected. Every successful enterprise has to develop a well planned top management succession plan to perpetuate the enterprise built through years of hard work. A realistic succession planning begins with selection/identification of the right candidate with high potential and matching the future quality and characteristics of the organisation. The next step is training. The future CEO should be thoroughly trained but at a higher speed than that
is generally applied to lower executives.

At every stage there must be an appropriate appraisal and feedback to the successor in the making with a view to removing his defects and deficiencies and making him a perfect manager.

The future managers of the Public Enterprises must learn to give priority to the development of employees. Often, a manager has a number of responsibilities and tasks at hand. For example, a manager may have the following tasks.

1) Annual budget calculation.
2) Weekly meeting with boss.
3) Negotiation with outside contractors.
4) Activities related to developing employees - like counselling, performance review.

While prioritizing, the manager often decides that the fourth task can wait till the things settle down. Even though most managers readily agree that people are the most important resource, they find it very easy to postpone human resource development. In fact, career counselling often slips down till the next performance appraisal is due. In reality, employees cannot put their career needs on hold until managers accumulate time and talent to offer them.
comprehensive career guidance. So, managers must start recognizing opportunities and just start doing it.

New trends in business technology and training are changing the way we talk and think about work. The public enterprises must be aware and keep pace with these changes. Every individual entering the organisation aspires for personal growth and career progression. To help him fulfill his aspirations it is necessary to lay before him a well charted career path for which he can develop himself in terms of required attributes, reorienting his attributes and acquiring certain skills. There is a need to integrate placement, transfer and promotion policies into a comprehensive career plan which would indicate movements of an individual over time, covering critical assignments in order to build multi dimensional capabilities. In the process it also enables the managers to acquire different types of capabilities that one needs to have in his present and future assignments.

The SLPEs in Assam are embedded in a culture where certain values, beliefs, symbols and rituals have a unique meaning. Any successful organisational transformation is possible when the shifts are around these culturally prescribed values, beliefs, names and expressed through symbols and rituals which the culture possesses. Thus, in
order that organisational transformation be effected, there is a need to go about it by seeking to devise models of change and meaning centering around the values and beliefs which exist in the culture.

The following are some of the modes of transformation.

**Sincerity of the Top Man**

Sincerity shown by the chief executive to both individual and organisational growth and development helps in setting the tone for initiating organisational transformation.

**Equal Partnership**

This mode refers to change by sharing of both power and responsibility with people at the lowest levels - workers and their representatives, people are not only given the feeling that they are equal partners in deciding the fate of the organisation, but are also expected to contribute to their betterment by their own efforts and hard work.

**Systematic Enquiry**

This mode of change refers to the use of systematic and step by step questions. The questions of 'What' 'Why' 'Why
not' and 'How' help put people in a reflective mood, attempting to objectively examine and understand events and acts. The questions help people to seek self introspection and re-examination of data rather than being stuck on the defensive justifying the past. This mode also gives people the feeling that someone really cares and wants to examine problems and solve them and this generates a feeling of safety.

Trust and confidence

It refers to the generation of faith in the people, that the leader is interested in the well being of the people as well as the organisation. Often, the behaviour/style of the C.E.O./head helps to generate faith, trust and confidence in people and make them willing co-partners in the process of transformation.

Sustaining strength continuous re-affirmation and reinforcement

This orientation towards change can be sustained within the organisational members in many ways. Example continuous dialogues, reduction of anxiety and fear by getting people to share problems and taking collective action on the problem etc.
Finally, a non threatening atmosphere has to be built up. This can be done by ensuring the people that as long as they are on the right track, they will not be harmed. (11)
References


2. IBID


7. IBID

8. IBID


10. IBID