Chapter III

Part-A

Study of the three selected SLPS, STAFED, APC, and AEDC

Part-B

Training Need Analysis.
Part A

Introduction

This chapter is an in-depth study of the three selected SLPEs (STATFED, AEDC and APOL). These three enterprises have been selected as representatives of the various five categories into which the SLPEs of Assam have been classified.

STATFED has been selected as representative of Trading and Manufacturing enterprises. AEDC has been selected as a representative of promotional enterprises and APOL has been selected as representative of Manufacturing and Marketing Enterprises.

Another criteria adopted while selecting the organisations has been the age of the organisation. Whereas STATFED was established in 1975, AEDC was established in 1984 and APOL in 1988. The age of the organisation would help in establishing the fact whether there has been any change in emphasis on training, trend in the eighties and their impact on the Public Enterprises.

This chapter starts with a detailed background of the three selected SLPEs along with their training and development policies. Special emphasis is being laid on
understanding the concept of training needs and in that context the approach for identifying training needs in the three enterprises is analysed and compared. The chapter has been divided into two parts - part A and part B. Part A gives a detailed background of the three SLPEs along with their training and development policies. The second part of the chapter starts with the concept of training need and the approach for identifying training needs in the three SLPEs is analysed and compared.

STATFED

Background

The rural credit survey committee (1954) recommended formation of Cooperative Marketing and Processing Society and to link up their activities with the activities of the credit societies. This recommendation was made with a view to replacing the private traders and middleman in the internal trade in agricultural produce and to make agriculture not only a mode of living but also a form of business. On the basis of the recommendations, Cooperative Marketing Societies were organised towards the end of the first five year plan. To coordinate the activities of the Marketing Societies, a state level marketing society known as Assam Cooperative Apex Marketing Society Ltd was formed in 1957. In 1973, the cooperative structure of the state was modified from three
tier system to two tier system. On 9 August, 1975, the Assam State Cooperative Marketing Consumers Federation Ltd (STATFED) was set up by reorganising the Assam Cooperative Apex Marketing Society Ltd.

Objectives

The objectives of STATFED are –

1. To undertake price support operation as agent of the State Government;
2. To purchase and sell agricultural produces;
3. To procure and distribute essential commodities and various consumer items;
4. To establish manufacturing units for production of consumer goods;
5. To transport growers producers and consumer items for marketing and distribution;
6. To do such other things as are conducive to the attainment of similar objectives.

The STATFED was set up for carrying on various marketing and trading activities as the apex institution of all the agricultural, consumers and processing co-operative societies of the state. The STATFED has a special role to play by market intervention through procurement of foodgrains and movement of goods from surplus areas to deficit areas and also to link up the activities of consumer cooperatives with those of agricultural and processing societies with a view to
balancing the interest of the producers and the consumers. Besides acting as a Central Purchasing and distributing agency for the cooperative societies, the state federation also serves as a common marketing centre and also readers technical and managerial guidance to the constituent cooperatives to improve and increase their operational and managerial efficiency. The STATFED also makes an endeavour to evolve 'Business Mechanism' to maintain constant flow of supply to the state with stability of prices of essential commodities throughout the year.

'Strategic Market' intervention is one of the objectives of STATFED so as to ensure stabilisation of price level and continuance of uninterrupted supplies of essential commodities in the state. It is not possible to intervene into the trend of prices of all commodities essentially required by the consumers by a single organisation, but it is possible to create a positive impact by one organisation on the price level of some of the most essential commodities like rice, masur dal, mustard oil, salt and sugar.

The Public Distribution system in the state involves a network of cooperatives and different levels of fair price shops. This system has a vital role to play in maintaining uninterrupted supply of essential commodities and also ensuring price stabilisation in the state. The STATFED,
being the apex level cooperative federation of marketing consumers and processing societies has also a vital role as the State Food and Civil Supplies Co-operation.

Branches and Retail Outlets

The STATFED has 25 branches in the state and 2 outside the state. It has 113 retail outlets throughout the state. Besides, it has one Vanaspati Plant, one Oxygen Compressor Plant, four rice mills— one mustard oil mill. It has also started tea packaging activity.

Capital structure and Management

The authorised share capital of STATFED is Rs. 20 crores and paid up is 13.12 crore. The STATFED is managed by a Board of Directors nominated by State Government. The board consists of 13 members. It includes Senior Officers of the State Government in various departments like Finance, Cooperation, Food and Civil Supplies, besides representation from NCDC and other financial institutions.

In its 19 years of existence it has been trying to achieve the objectives for which it was set up in the state. During the early years of its operation, the name STATFED did not attract the attention of the general public. It was an
unusual name and difficult to pronounce. But STATFED is now a household name. Some of its products particularly Tripti brand Vanaspati, rice and mustard oil and in recent times packaged tea not only give an impression of the organisation but also the quality that these products carry with them. The total number of employees of the organisation is 1961 out of which 230 employees are above the supervisory level. The organisation is headed by a Managing Director who is responsible to the Chairman and the Board of Directors. The Managing Director is from the State Civil Service or the Indian Administrative Service. From its inception in 1975 till March, 1995, there has been 10 Managing Director. The average term of 9 Managing Director was less than two years.

The organisational structure of STATFED is given Chart I. It shows the various levels and relationship in the organisation.

Background of the Managers

The organisation has a total of 230 managers and the managerial position in the organisation starts from the Assistant Managers. Above the Assistant managers, there are the Deputy Managers, Joint Managers Divisional Managers, Additional General Manager and the General Manager. There is a Joint Managing Director also who is the State Civil Service.
An analysis of the Managers by their educational qualification revealed that majority of the Managers were graduates, 10% were undergraduates and 7% were postgraduates. This is shown in table 3.1. The organisation has at present 1 CA, 11 Engineers, 2 MBAs (both of these have been sponsored by the organisation) 3 Diploma in Cooperative Business Management and 1 Food Technologist.

Table No. 3.1 showing qualification of Managers

<table>
<thead>
<tr>
<th>Educational qualification</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Under graduate</td>
<td>10%</td>
</tr>
<tr>
<td>Graduate</td>
<td>83%</td>
</tr>
<tr>
<td>Post graduate</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: Field Investigation
Table 3.2 shows the distribution of Managers of STATFED by age.

**Table 3.2**

**Age distribution of the sample (N=230)**

<table>
<thead>
<tr>
<th>Age group</th>
<th>Number of Managers</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>35-40</td>
<td>15</td>
<td>12</td>
<td>03</td>
</tr>
<tr>
<td>40-45</td>
<td>30</td>
<td>25</td>
<td>05</td>
</tr>
<tr>
<td>45-50</td>
<td>31</td>
<td>31</td>
<td>-</td>
</tr>
<tr>
<td>50-55</td>
<td>38</td>
<td>38</td>
<td>-</td>
</tr>
<tr>
<td>55 &amp; above</td>
<td>06</td>
<td>06</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>230</strong></td>
<td><strong>222</strong></td>
<td><strong>08</strong></td>
</tr>
</tbody>
</table>

Source: Field investigation

The background data of the respondents (230) shows
that all of them were over 35 years of age. There are only 8 women Managers and they all fall within 45 years of age. None of the women Managers have joined the organisation as professionals and they have reached the managerial position by promotion.

Division

To effectively carry out all its functions, the activities of the organisation have been divided into seven divisions, each division is headed by a divisional head who is responsible for carrying out the activities of the division.

There is no separate training department in the organisation. The training function forms a part of the Personnel Department & there is a Manager HRD who looks after the Training function. The organisation did not give due importance to training. This is reflected in the fact that till the year 1989, only 2 percent of its Managers had undergone any formal training. However, during the tenure of a particular Managing Director, the organisation's perspective towards training changed totally. It was in August 1989 that a serious thought was given to train the Managers of the organisation. Training Institutions were approached by the organisational head & training programmes were selected after assessing the area which was most important for the
organisation. For example, the organisation has 28 Branch offices all over the state. Accordingly, programmes on Marketing Management were selected to train up the Branch Managers of the organisation. Similarly, General Management Development Programmes were organised for all categories of Managers. Regular weekly lectures were organised by the Assam Institute of Management, which was attended by all the Managers of the Head office.

During the two year period, from 1989 to 1991 yearly training budget was prepared. The training budget was based to a great extent on the training need. Training calendars were also prepared for certain categories of employees.

The Managers were nominated mostly to the following Institutes - NISIET, AIM, Assam Co-Operative Training College, AASC, Shri Ram Centre of Industrial Relations, Indian Institute of Public Administration, Storage Institute of India (Jorhat), Administrative Staff College of India, National Institute of Rural Development. Even after 1991, the organisation continued to sponsor its Managers to the above Institutes. There was no criteria for selecting the training Institutes. Normally the training Institutes approach the organisations & depending on the type of programme, course fee, interest of the head of the organisation, follow-up by
the Training Institute, a person was nominated to attend a particular programme. However, although both NISIET & AIM had contributed towards the training of the Managers to STATFED, NISIET took up the task of only training the Managers but also various other staff categories like the Inspectors etc. During the year 1990-91, when STATFED had initiated an elaborate plan for Training & Development, the following objectives & expectations were stated to NISIET.

1. To help the participants know each other better.
2. Faster understanding of personal behaviour in a group.
3. Help in understanding the process operating in an organisation.
4. Develop organisational strategies.
5. Expose the participants to the changing environment.
6. Facilitate in bringing the participants to latest thinking in strategic areas.

Similarly, when the participants were nominated to the Grain Storage Institute of India (Jorhat), certain objectives were stated -

1. Understanding the role and function of Stores.
2. Effectiveness of stores function.
3. Inventory control.
4. Classification & codification.
5. Losses prevention in stores.

When the training objectives were stated, it was
possible to assess the impact of training & post training follow-up became easier. It could be observed that for a brief span (1989-91) a systematic approach towards training & development was adopted by STATFED. However after mid 1991 although the importance attached to the training function reduced, yet the Managers occasionally continued to attend training programmes.

The following conclusions about the training function could be drawn from the organisation as on December 1993:

Training activity

Training is an insignificant activity of the Personnel department. No separate training budget is prepared and as and when required depending on the fund situation, funds are made available. Training calendars are also not prepared. There is no set procedure for identifying training needs of the Managers. By taking into consideration the background of the Managers, his/her work pressure & availability, Managers are generally nominated to attend training programmes. There are also no criteria for selecting the training Institutes. Normally, the training Institutes approach the organisation & depending on the type of programmes, interest of the head of the organisation, followup
by the training Institute, a person is nominated to attend a particular programme.

Generally the decision to nominate a person to a training programme is jointly taken by head of the Personnel Department, the department concerned and the Managing Director or the Joint Managing Director. The nominee is rarely consulted. It is only after a decision has been taken that the concerned person is formally informed.

The reason for selecting a Manager for training programme is normally a combination of factors like organisational policy for taking up higher responsibility and for improving certain areas of weakness. It has been found that in most cases, that there is no planned system whereby the placement of a person is in accordance with the training undergone by him/her. However, in case of Technical Personnel, placement is made in accordance with the training undergone.

Review of Training activities

Ninety percent of the Managers of Statfed have undergone some sort of formal training, out of which 70 percent have undergone training during the period (1989-90 and 1990-91). Out of a total of 230 Managers, AIM has trained
100 Managers of STATFED, accounting for 48 percent.

Generally it is expected that the organisation maintains personnel inventory of the trainees. However this was not done by STATFED. The organisation did not resort to career planning. Moreover, no job description or job specification was made and no attempt was made to match between the knowledge and skills required for the job and those existing with the individuals. The personnel information of the employees was also not updated.

Post-Training follow-up

Initially during the period 1989-90 and 90-91 some attempt was made to carry out post training follow-up. This practice was later discontinued. Presently no attempt is made to review any of the training activity.

It has been found that the Managers were not able to introduce useful changes in the organisation. This was mainly because of sudden loss of importance to the training functions after a great deal of emphasis for two years. In fact the entire organisational climate has become unfavourable towards transfer of learning to the job.

The length of service of the Managers before their
first exposure to training mostly varied between 5 to 20 years. Some of them had even more than 20 years of work experience. However, maximum number of Managers rendered more than 10 years of service before they were exposed to any formal training. About 5 percent of the participants had rendered above 20 years of service.

In course of the study it was found that irrespective of age, experience and designation, the Manager had immensely benefitted from the exposure to the training programmes. The Managers stated that initially they were hesitant and skeptical about the training programmes, but this hesitation did not continue for long. It was no doubt true that every trained employee could not bring out change in the organisation but they started feeling more confident & more important and more knowledgeable.

Most of the training related experiences of the Managers relate to the 2 year period from 1989 to 1991. After 1991 there was a sudden stop to thrust in training and the importance of training was lost. Since 1992 very few people have been exposed to training. The managers however, continue to have a positive attitude towards training and feel that training should be given a major thrust once again. Given below are some of the very specific feedback received from the participants.
One senior manager had attended an 8 weeks general management programme at the Administrative Staff College of India. In his opinion the course had a great impact on him and he desired that every senior executive should be exposed to similar courses. According to him, an exposure to an academic environment refreshes the mind, brings the earlier learning to the force while at the same time provides fresh training in new concepts and modern techniques. In his opinion, after attending the programme there has been an overall development in him. He started taking greater initiative and had also suggested some change which in turn increased efficiency. Further, citing the applicability of conflict management, he felt that the training helped him in handling the friction that arose with a staff member. He had also developed confidence and was able to express himself with greater ease.

Many of the managers felt that the courses which they attended provided theoretical knowledge which supplemented their practical knowledge gained through experience. They felt that the training programmes in general helped in systematising their thinking and sharpening it further, besides helping in developing greater self confidence, better self judgement and an assertive nature.

The positive impact of training was further emphasised by another manager who handled labour relations. He felt that the training programme which he had attended
directed him to a new line of thinking regarding trade unions. He gained additional knowledge about their problems, stresses and strains. This in turn helped him to adopt a better approach and gain greater insight of the problems affecting the trade unions. The motivating factors behind the activities and actions of the trade unions are normally misunderstood or ignored but after attending the course, the manager was able to use a psychological approach in tackling the problems. His general comprehension of Industrial Relations also increased considerably.

Another manager who had attended an inhouse marketing management course stated that after attending the course, he was able to bring out a number of favourable changes with the help of his boss who was favourable to innovation.

The aspects in which the managers felt they had gained were confidence in overall functioning, an open minded attitude towards problems and work in general and an ability to analytically diagnose problems along with an improvement in decision making skills. Besides this, their interpersonal relationship also improved to a great extent. Many managers stated about certain personal gains from the course like it gave rare opportunity to acquire everlasting friendship. However, apathy lack of interest and resistance to change on
the part of colleagues were reported to cause a major hurdle in the path of transfer of learning. A particular manager gave his own example wherein he wanted to introduce a new system of keeping records. The change was accepted by his superior but his four colleagues whose opinion and support were required behaved in their own independent ways and ultimately, the change could not be introduced. The manager felt that each and every proposed change met with the same fate in the organisation. However, when the colleagues are given the same training, they seem to react positively.

Most often it was seen that major changes or transfer of learning did not take place because whether the managers bring in changes or not, their position in their organisation continues to remain the same. Hence, there is little scope for change or innovation.

Almost all the managers stated that by attending training programmes, they got an opportunity to compare the management styles and experience of others from different organisations which improved their ability to work with others coming from different departments and their understanding of the managerial role. The culture prevailing in the organisation was not very different from those existing in the other SLPEs. The educational background of the employees were also similar. Persons with low qualifications were inducted at
lower cadres and they later on through their experience evolved into good managers. Thus, the original employees still in service have many years of experience but are not highly qualified but the freshly recruited personnel are mostly qualified.

Training Practice in STATFED

It was found that the organisation neither introduced any scheme nor thoroughly planned for managerial development. It was considered that through their policies and practices, they aimed at maintaining a favourable organisational and job environment and thereby achieved satisfactory Executive Development. They expressed the view that a systematic attempt to develop managers can be made only in small organisations and private enterprises. Such approach was not possible in STATFED because it had its own peculiar problems. It was felt by the management that it was not possible to keep track of the specific learning needs and performance problems of each individual manager or worker and to provide career development opportunities best suited for each individual manager based on his temperaments and potentials.

There was thus no definite objective, specific policies and procedures to ensure systematic management
development in the organisation. Again, despite a phenomenal growth in all organisational functions of STATFED, its organisational structure had remained unchanged for a long time. Considering the increase in activities there was no significant change at all in the organisation structure and other managerial policies of the corporation. As a result, the workload of the individual manager and worker increased enormously. As specialisations were not developed, important functions such as personnel administration, planning marketing management, materials management and public relations were very much neglected at all management levels.

There was stagnation in the career and development opportunities for managers in STATFED.

Assam Polyester Co-operative Society Ltd (APOL)

Background

In 1979, a master plan was prepared by Assam Industrial Development Corporation (AIDC) to set up a chain of downstream industries based on DMT, PST etc. The plan envisaged establishment of 12 spinning mills of 25000 spindles capacity to produce synthetic/blended yarn. Some works in that direction was initiated and as a result three spinning mills, one by AIDC, one by Assam State Textile Corporation and one by Assam Polytex Ltd at Tihu, Bijni and Jagiroad, respectively.
had been commissioned. The fourth mill at Tulsibari, Rangia by Assam Polyster Co-operative Society Ltd (APOL) was also commissioned. Two other mills to produce 100% cotton yarn were commissioned near Golaghat and Goalpara respectively.

Way back in 1980, a group of young and qualified Assamese youth under the leadership of Col. U.N. Sharma started their effort to set up a textile mill in the State in the Cooperative sector. This resulted in the formation of the Assam Polyster Cooperative Society Ltd (APOL). APOL was registered in September, 1981 under the Assam Cooperative Societies Act, 1940 (Act 1 of 1950) for setting up of a polyster spinning mill of 19,200 spindles capacity, as a downstream project of BRPL.

The inaugural General Meeting of the unit was held on 186. In that meeting the first Board of Directors was elected. The Board took a number of actions like purchase of land, testing of soil, water analysis, contour survey, tender for machinery, preparation of master plan even without any assistance from the Government.

Objective

The main objectives of the Society are to manufacture polyster yarns and polyster blended yarns and
other synthetic yarn to do business of man-made yarns and fabrics, to manufacture, supply, sell and deal in textile, spinning and weaving machinery for economic interest of its members.

Capital Structure

APOL has an authorised capital of Rs. 15 crore and paid-up capital of 11.35 crore.

APOL has three main projects — the spinning mill, the weaving complex and the process house. All the three projects were completed ahead of schedule and without any cost overrun.

Organisation Structure

The APOL is headed by a Board of Directors (BoD) and the Chairman cum Managing Director directly reports to the BoD. The organisational structure and detailed marketing structure and administrative structure and structure under Project Manager (Fabric) and Director (Spinning) has been drawn up to give a better understanding of the functioning of the organisation.

The total manpower in the organisation is 1107.
Area of Operation

APOL has been marketing its products in the entire North Eastern Region. Besides the North East, it is gradually entering various parts of the country. Although not in large quantities, they have started exporting products to Nepal, Burma etc.

Within a very short span of time, APOL has been able to establish its credibility in the market. They have been targetting their products to the middle class population and their objective has always been to provide quality goods at reasonable price. APOL does not rely on advertising but through its strategy of price and quality, it has been able to curve its own niche and its position in the market continues to remain stable.

In the organisational front it is seen that the relationship between the cooperative society’s members and the workers is very good. The workers associate themselves with the industry and there is a realisation that the good-will of the industry depends on their hard work.

The members of the society also sympathise with the various problems facing the workers and so far there exists a healthy industrial culture in the organisations.
Training & Development Efforts:

The training activity of this organisation was looked after by the Director, Personnel and Administration. There was no separate department for training. It is a part of the Personnel Department.

There was no set target for training. They also did not have any rigidly fixed budget for training. There was no set procedure to identify the need and requirements for external and internal Management Development programmes.

In fact no attempt has been made so far to organise internal Management Development Programmes (MDP'S). The selection of external programmes was done by the training Manager by going through all available brochures from various training organisations and of the formal report received from past participants of these courses. There was no serious attempt made to study the needs and matching of the needs, requirements to the various available courses. The personnel manager felt that there was an urgent need to look into this matter.

As things existed, in the organisation, the training manager identified the programmes from the brochures and the reports given by past participants. The selected
programmes were referred to the departmental head or the immediate boss of the participant and the Director, Personnel and Administrative for final approval. Though very rarely, the top management also sometimes suggest programmes.

The general procedure followed for nomination of managers for training programmes was selection of managers from a panel prepared for this purpose. The panel was prepared on the following basis.

1. Seniority of the Manager.
2. Previous exposure to training.
3. Likelihood of being promoted to take up higher responsibilities.

Nomination were made more or less in serial order from this pannel, with the approval of the departmental head, the personnel manager and the Director, Administration.

While nominating managers effort was given to see that the matching of programme to the man and vice versa is given top priority. But then, there are various hurdles which come in the way and often the selected manager donot/cannot go due to any of the following reasons.

1. Person is not ready to go.
2. Department is not ready to relieve.
3. Nominated man does not report.

In such cases, the next man in the list is deputed. If not, the third or so on. The organisation has so far not sponsored any inhouse programme for its managers.

One manager was nominated to attend training programme under very peculiar situation. His two senior colleagues could not attend the course and so he was deputed. He liked the course very much because:

A. As he was new in organisation, the programme helped him to understand the organisation.
B. Being away from desk work provided a lot of time and energy for library work.
C. The programme developed a challenging attitude.

The behavioral aspects dealt with at the course, made him aware of various facts like
1. One must develop a tendency to solve interpersonal problems.
2. Individuals in an organisation work in a chain and one cannot afford to opt/to split.

According to the training manager, placement after training is taken into consideration prior to nomination and care is taken to prevent mismatching of immediate placement with attended programme. However, often training and
placement do not go hand in hand. No career plan has been evolved in APOL till now. Transfers unconnected to training also take place.

Again, the organisation did not have a set procedure for both evaluation & follow-up. A formal report of the course attended giving the nature and use of the programme was asked to be submitted by the manager after returning from training programme. These reports were mainly used to decide whether the organisation should further participate in the programmes or not. The participants on their part, however rarely gave a real feedback to the organisation. This made evaluation report a mere formality. One manager who attended a training programme said that the organisation was fully aware of the general nature of the course and did not expect any suggestion/innovation from its nominees hence not bothered about either evaluation or follow-up. In conclusion it can be said that the organisation had a routine policy of training people regularly. Output was neither defined nor expected and hence there was no seriousness about Management training. The general opinion of the managers was that the organisation had no expectation in terms of transfer of learning. In fact training was not given its due importance.

There was no set procedure for identifying training needs and the programmes are selected by the Personnel
Department from the available brochures and on the formal reports received from past participants of these courses. No serious attempt was made to study the needs of the managers. In fact, the organisations' own Managers felt that there was a need to survey the organisation's objective in nominating its people for training programmes. The managers often did not voice their opinion because there is an euphoria after attending the programme. Realisation of the non-utility dawn only at the later period. They also felt that reporting negatively about a programme might come in the way of future nominations for the programmes. Most of the managers stated that the reason for the training programmes being not effective was the conservative organisation climate. Suggestions for changes or innovations from all quarters were not really encouraged or welcomed. Changes can be brought in only if the nominated manager can bring in changes. There is however, a feeling lately that the organisation is gradually becoming open and in fact the top management is presently making plans for self-development of the managers.

Reaction of Managers

The managers of APOL were sponsored for training to two categories of institutes viz. institutes offering technical training as arranged by the machinery suppliers and institutes established by the government like the AIM and the
AASC. Both the Director Personnel and the Personnel Manager stated that in APOL, the managers were nominated to attend training programmes to bring about growth and development in terms of their knowledge, skills, attitudes and thus improve their level of efficiency and performance.

Regarding nomination to various training programmes the managers responded that very few of them were sponsored to training programmes with a specific objective in mind. Table 3.3 shows the responses of the managers regarding objectives of nomination to various training programmes.

**Table : 3.3**

**Objectives of nomination to various training programmes**

*(Managers Responses)*

<table>
<thead>
<tr>
<th>Objective</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>a) Nomination with the objective of preparing them for higher responsibilities in their area of specialization</td>
<td>11%</td>
</tr>
<tr>
<td>b) Nomination with the objective of correcting their identified performance deficiencies</td>
<td>6%</td>
</tr>
<tr>
<td>c) Nomination with the objective of preparing them for greater responsibilities in different functions</td>
<td>4%</td>
</tr>
<tr>
<td>d) Nomination without any specific objective in mind</td>
<td>79%</td>
</tr>
</tbody>
</table>

Source: Field survey
In the process of administering the questionnaire and interviewing, the managers stated that they attended the various programmes with three most important objectives in mind.

a) To get relief from daily monotonous work.

b) To gain general perspective on developments and the external and organisational environment.

c) To fulfil the formalities of attending the training programmes.

The analysis thus reveals that 80% of the managers of APOL attended the training programmes not with the specific purpose of improving their qualities of performance on the job. This coupled with the management's failure to sponsor many executives for training programmes with specific objectives of developing their knowledge, skills etc brings to light the basic lacuna in the managerial training policies and practices of APOL. Therefore, APOL has to revise its training policies so as to maximise the management development process for improving their job performance and effectiveness.

Out of a total of 82 managers of APOL, 25 of them have so far received a formal training. Five of them are nontechnical while the rest are technical personnel. The technical managers normally attend training programmes outside the state and their training is mostly related to technical
aspects although some managerial inputs are also given to them.

All the managers stated that management training was very useful. Most of the managers stated that although management training might not have visual impact like functional programmes where applications are direct, but it does have definite positive impact.

One senior manager said that he had noticed significant changes in his subordinate managers after training. For example, one manager who was very quarrelsome by nature was sent for a MDP. After return, not only the boss but even colleagues and subordinates noticed the impact it had on him and his changed attitude. Almost all those who attended the technical course said that the programmes were job oriented. However, they pointed out that the programmes did not give importance to managerial skills development. Otherwise the entire approach of the course was found to be constructive.

One participant who attended a course on Personnel Management and Industrial Relations said that the course exposed him to a lot of new knowledge and concepts of job handling, motivation etc and really gave an insight into management of personnel. This course, he felt had a lot of
behavioural impact on him. Since he felt that the course had benefitted him a lot, he was repeatedly asked to give an example or two of where he could implement or make use of knowledge gained. But he said that he could not recollect anything in particular.

Some of the managers stated that the new knowledge which they gained though not immediately applicable on the job could definitely be used at a later time. It is true that things cannot be remembered for so long, but when required, one can go into indepth study. Through the training programmes, the managers said that they gain new and recent knowledge in management practices. The Managers could identify some important benefits which they could derive through the training programmes. These benefits were improved perception of the external, organisational and professional environment, improved skills and job satisfaction, recognition and opportunities for further learning.

The views of the management were processed by applying percentages ranking and other statistical techniques to get desired results. Positive incidental impact of training could be observed.

Assam Electronics Development Corporation Ltd (AEDC)

Electronics has been identified as thrust area of
development for Assam. Assam Electronics Development Corporation Ltd (AEDC) was set up as a Government of Assam undertaking in April 1984 with a charter to establish and promote electronics industry in Assam and to act as the nodal agency.

The Corporation was set up with the following mission.

1. To establish, promote and assist the growth of electronics industries in the state through the setting up of large, medium, small and tiny units in the public joint, assisted and private sectors.

2. To assist entrepreneurs with all kinds of facilities and support.

3. To establish a comprehensive range of infrastructural facilities and supporting institutions like Test and Development Centre, R & D laboratory, Tool Room, Training Centre, Prototype laboratory and other facilities in integrated Electronics complexes.

Capital Structures (Rs. in lakh)

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<tbody>
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<td>Paid up</td>
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198
### Financial Performance

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<td>Capital investment</td>
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<td>561</td>
<td>662</td>
<td>679</td>
<td>689</td>
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<tr>
<td>Govt. investment</td>
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<td>Profit/Loss</td>
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<td>(5)</td>
<td>(6)</td>
<td>(10)</td>
<td>(4)</td>
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<td>Turn over</td>
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<td>205</td>
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<td>Networth</td>
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### Physical Performance

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<tr>
<td>Value of goods and services (Rs. in lakh)</td>
<td>61</td>
<td>125</td>
<td>263</td>
<td>179</td>
<td>71</td>
</tr>
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</table>

1) **Commercial Activities**

The AEDC has undertaken the following commercial activity:

a) **Consumer electronics group (c.e.d.)**

Top manufacture and market consumer electronic items like T.V., Calculator etc.

b) **Telematics Division**

To manufacture electronics switching equipments and other communication equipment like EPABX, RAX (RURAL AUTOMATIC EXCHANGE), etc.
c) **AMTRON Computer Centre**

To undertake software consultancy, development and data processing work on commercial basis.

d) **Electro Medical Servicing Centre**

To provide services in the field of installation, repair and maintenance of electro medical equipments being used in the hospitals, nursing home etc.

2) **Promotional and Developmental Activities**

a) **Research and Development (R&D)**

To undertake research and development work towards introduction of electronics into the traditional tea industry.

b) **Entrepreneur Assistance and Development (EAD)**

To assist entrepreneurs to set up electronic industries in the SSI sector and also to provide training to local unemployed youths in the field of T.V. and radio servicing for self employment. In addition to these commercial, developmental and promotional divisions of AMTRON, there are number of supporting divisions as follows, which form part of the corporate office.
i) Projects
ii) Finance
iii) Personnel and Administration
iv) Company Law
v) Materials
vi) Construction and maintenance.

**Manpower Position at AEDC**

<table>
<thead>
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<th>Employment in Nos. -</th>
<th>156</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>65</td>
</tr>
<tr>
<td>Supervisor</td>
<td>12</td>
</tr>
<tr>
<td>Others</td>
<td>99</td>
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</table>

Annexure-I shows the manpower of AEDC.

The major constraints faced by the Corporation are

1) Absence of work culture
2) Conditions prevailing in the state for the last few years have stopped inflow of investments.

**Overall Remarks**

Though the company has taken various steps e.g. development of electronic growth centres, component bank, software development, training of entrepreneurs, application
of Electronics in the Tea sector etc the present scenario does
not reveal the impact of such efforts. Electronics Industry is
too competitive and undergoes fast changes in technology. AEDC
will have to tune to these requirements and may have to set up
projects in the joint sector only. The Corporation is unaware
of its true health for want of updated accounts. The
corporation should cut down its overhead costs.

Organisation Information

The organisation had 65 employees above the
clerical level. The organisation has so far recruited two
MBA’s. One good phenomenon of the organisation has been that
unlike most of the other organisations, in AEDC there has been
only two Managing Directors so far. The first Managing
Director was there for one year but the second Managing
Director continued for more than seven years. It is only in
1995 that a change took place.

The organisational chart of AEDC is given in Annexure - II

Training Activity

The organisation does not have a manager, Training
and the training function is looked after by the Manager (P &
A) and Personal Officer. A training budget is prepared by the
organisation but it is prepared on an adhoc basis. The preparation of training budget depends on receipts of advance information from training institutes regarding their calendar for the year. After receipt of information, the organisation prepares a training calendar for its managers. Sometimes the training programmes are selected to fit into the predetermined training budget.

The managers are nominated to attend training programmes both within and outside the state. The organisation did not have any specific criteria for selecting the Institutes. The top management selects on the basis of the concerned institutes background, their reputation etc.

The managers are nominated to organisation like NEIBM, NITIE, AIM, IIT (Kharagpur) CMC, NIC (Guwahati), NPC, NISIEI, ERTC (Calcutta).

Training objective/process

The general objective of sponsoring managers to attend training programmes are to give them an opportunity to learn more, so that their level of knowledge increases and also to develop their interpersonal relationship. A manager is nominated for attending a training programme based on a combination of factors like recommendation of top management
as a group, initiative taken by the participant himself and also at the request of the training institute.

The reason for nominating a manager for a training programme is mostly because of the organisation policy to train executives and accordingly it becomes the turn of a particular manager to attend a training programme. Sometimes it is because a particular manager would have to solve some specific problems after the training. Sometimes it is also a combination of organisational and personal initiative for the purpose of improvement.

The Managers are often trained for next higher job/responsibility but there is no system/procedure whereby the placement of a person is in accordance with the training undergone by him/her.

The Managers are nominated to attend both internal and external training programmes. If there are only one or two individuals, external programmes are preferred. In case there are a large number of managers to be trained, internal programmes are preferred. Such programme reduces the cost of the organisation. Besides, the impact is also greater. Moreover, the training programmes can be designed to suit the needs of the organisation.
The management training institutes were selected keeping in view their reputation and experience of earlier paraticipants.

Identification of Training needs

The organisation did not have any set procedure for identifying the training needs of the managers. It was mostly done on an adhoc basis. Attempts are being made by the organisation to ensure that a manager, particularly a Technical personnel, gets an opportunity to undergo a training programme at least once in three years.

Attempts are made to determine complaints of difficulty with the job through informal discussion. To some extent the organisation adopts job description and job specification. A match is made between the knowledge and skills by recruiting persons endowed with the requisite skill and knowledge as required by a particular job position.

Training needs are assessed through records and observation and the organisation tries to determine the individual training needs for current job and also for future growth. Adequate consideration is also given to understand the current priorities of the organisation and also the future needs of the organisation. It has found that out of 65
managers, 45 managers had attended a formal training programme.

The organisation has so far sponsored two in-house programmes.

- Finance for Non-finance (NEIBM)
- Marketing Management (AIM)

There is no Human Resource Information format but all up to date information are maintained in a register.

Selection of Participants

The practice initially followed in the organisation was that bright managers with a potential to rise were nominated to attend training programmes. But gradually, not only were very bright managers sent, but those who were average but with potential for promotion were also sent.

Coming to the present system of selection, the training Manager draws up a list of probables, after consultation with the bosses of the managers in question. Along with this list, he also prepares a list of those not being considered for nomination along with his reasons for not considering them. He draws up the first list after bearing in mind some aspects like job analysis, job specification, his personal interview and discussion with the superiors of the
candidate in view, promotion and growth prospects and on the basis of his observations of the managers.

Since the policy of the organisation is promotion and growth oriented, selection is done on the basis of seniority, past performance and potential. Of course, the main consideration is the availability of the manager at a particular time.

Sometimes, a manager is also sent for attending training programme if the Management feels that a training programme will benefit the manager by giving him an opportunity of socialising with managers of other organisations.

Pre-training Preparation

No pre-training preparation is undertaken, as it is felt to be unnecessary. It was commented that if an individual was interested, he could read the books in the library and prepare himself (but in practice, rarely anybody has been seen to utilise this facility).

Post-training follow-up

Not much post training follow-up is done. Some
informal discussion are made but no concrete steps are taken to find out whether the executive is in a position to bring about any change in the organisation. So not much transfer of learning has taken place in the organisation. On the whole, the organisational climate is not conducive for transfer of learning.

Feedback of the Trainees

It was found that 85% of the participants were sent for training by top Management or on the exclusive decision of the boss. In majority of the cases involvement of the trainee in their own training was marginal. This goes against the principle of management training and development where the primary responsibility has to be of the individual himself to develop and then comes the boss.

The participants, however, expressed the view that after attending a training programme, they gained a lot of self confidence and their ability to diagnose and analyse various problems also increased. They felt that through their interaction with the trainees they could learn a lot. For maximum impact of training, the trained individual should be able to transfer learning to his job in the organisation. Most of the trainees expressed the view that they were not successful in transfer of learning to the job. A lot depended
on the superior's awareness and attitude towards training and also the general organisational climate (including factors like positive attitude towards training, openness to try out new ideas and innovations etc.)

In fact after attending a training programme, there was hardly any fruitful discussion between the boss and the trainee. The discussions were merely a formality with no intention of achieving results.

Sometimes the trainees did make an attempt bring about changes in the organisation. Here, organisational factors play a major role in facilitating the transfer of learning. Factors like freedom for innovation, experimentation, less restriction of rules, stable work environment are contributing factors. Eighty five percent of the trainees felt that training need identification which forms the crux of training is performed haphazardly.

Almost all the trainees had stated that the inputs were not relevant to their job or organisation. Some of them felt that the programmes helped in improving one's general knowledge, thereby broadening their outlook and increasing their horizon.

Some executives felt that the new knowledge gained
though not immediately applicable on the job, could definitely be used at a later time. Though the executive did not find any relevance of the programme to their job or organisation, they did gain new and recent knowledge in management practices. Apart from that, they did not gain any practical experience.

Although most of the executives felt that the courses were not useful and relevant to them, but they did not give any negative feedback to the organisation. The reason for this as given by the training manager was that the executive do not want to spoil the future chances of their colleagues.

Some other reasons were:
1. Fear of being exposed.
2. Executives lack of courage to openly criticise programmes arranged by reputed Institutions, due to lack of self confidence and knowledge.

One senior executive said that nomination for training in some leading training Institutes had a lot of prestige. He also felt that training just for the sake of training was in vogue or rather training for development or with utility value. Another senior executive said that they looked forward to going for training so as to get away from the routine job.
The inhouse programmes were highly appreciated by the trainees. Most of the trainees felt that this gave them the golden opportunity to meet and discuss with their own colleagues, who they could hardly talk to, while working in the same office. The time they spent together in discussing with their peers made each of them aware of some basic but nagging problems that the others were facing in their respective departments.

The managers also became more and more open. Acceptability to suggestions from subordinates often increase after attending a programme.

It was found that 69% of the managers of AEDC had been exposed to formal training. Eighty per cent of the Managers had their first formal exposure to training at the AIM. out of a total of 65 managers, 45 of them have undergone training at the AIM.

It was pointed out by the managers that prior to attending any training programme, no discussion was held with the boss regarding the training objectives etc. The involvement of the manager in their own training was marginal in majority of the cases. The managers were selected to attend different training programmes mainly because the organisation had a general policy to train its managers and it was a
particular manager turn to attend a programme. Sometimes of
course the managers were nominated because the programme
objectives met the needs of the job.

Most of the time, the decision to select a
particular training programme was taken by the Top Management
and the training department. The managers rarely showed
personal initiative to attend a particular programme.

Given below are some of the feedback received from
the managers of AEDC.

85 percent of the managers felt that training need
identification which forms the crux of training is performed
haphazardly. They however, expressed the view that after
attending a training programme, they gained a lot of self-
confidence and their ability to diagnose and analyse various
problems also increased. They felt that through their
interaction with other trainees and also through their
interaction with the trainers, they could learn a lot. It was
found that 50% of the managers stated that their level of
motivation and self confidence increased after they attended
any training programme.

The opinion of 85% of the managers was that of the
various management concepts and skills discussed in a training
programme, only some concepts had direct/indirect relevance to their work situation.

Comparing pre-training work pattern to post-training most managers were undecided regarding the overall satisfaction in their work. They succeeded to a great extent in analysing and diagnosing problems confronted by them. However, in their day to day functioning involving decision making etc the training programme did not make any contribution. The opinion of 90% of the managers was that the training programmes only partially catered to what the organisations expected them to get out of it. Moreover, their status in the organisation also did not change after they attended a training programme.

Sometimes the Managers felt that the new knowledge gained though not immediately applicable on the job, could definitely be used at a later time. The training programmes helped them to gain new and recent knowledge.

After returning from training programmes 70% of the managers visualised changes in their organisation/departments. However, in most cases, it resulted in general discussions with no plan for changes.

Almost all the managers felt the need of follow-up
support after the programme to bring about some improvement in the organisation/department. It is for this reason that most managers were not very sure when asked about cost effectiveness of training programmes. All the managers stated that the training which they had undergone did not relate to the organisational conditions in which they work. They desired that training programmes should be more practical/industry oriented rather than being based on theoretical inputs.

Ninety percent of the managers recommended that more people from other organisation should be nominated to attend training programmes. The impact of training as perceived by the trainees, is given a tabular form in Table-3.4.

<table>
<thead>
<tr>
<th>Impact of Training</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increased motivation and self confidence</td>
<td>75</td>
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<tr>
<td>2. Relevance of concepts/skills learnt in training</td>
<td>15</td>
</tr>
<tr>
<td>3. Impact on day to day functioning of the Manager</td>
<td>10</td>
</tr>
<tr>
<td>4. Learning for changes after attending training</td>
<td>70</td>
</tr>
<tr>
<td>programmes.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Investigation
Factors which hindered the Effectiveness of Training

There are various factors which hinder the effectiveness of training. In the process of studying the organisation, it was found that there are certain factors which hindered the effectiveness of training in the organisation.

1) Sometimes, instead of the nominated individual, a different executive attend the training programme. This often happened because of the following reasons.
   a) The nominated person is not in a position to attend the programme due to exigencies of work.
   b) Boss refused to relieve the individual.
   c) Nominated person cannot attend the programme due to personal reasons.
   d) Nominated person refused to attend the course (he nominates someone else).

2. Need identification is bypassed and an individual is sent for the course as an appreciation of his service.

3. The individual with influence get nominated to a course irrespective of the relevance of the course.

4. Lack of systematic thinking in training need identification. This is a result of shortage of time, pressure of work and underestimation of the significance
of training need identification. This aspect has been emphasised by many of the executives.

5. Last minute nominations on adhoc basis.

The above factors show that nomination to training programmes is often not need based. The result is that the transfer of training is minimal or nil, even if the course was relevant.

There are certain other factors also which hindered the transfer of training. They are:

1. Often the Manager gets transferred to a different area after training as a result of which the training loses its relevance.

2. Some managers opined that lack of suitable environment in the organisation hindered the transfer of learning to the job. Often there was disinterest on the part of senior executives to introduce changes. Again, because of rigidity of rules, introducing changes was not easily possible. Basically it was the lack of interest and apathy of the bosses, colleagues and subordinate which have hindered the transfer of learning. A Manager quoted an incident wherein immediately after attending a training programme, a situation arose where he could apply the concept of Value Engineering and solve the
problem but the attitude of his boss was not congenial to it. Instead, the boss wanted the situation to be solved quickly, in the established way instead of trying out a new method which he felt may be more time consuming. Subsequently, the old method was used to solve the problem.

As opposed to the factors cited above, some managers have opined that there have been a number of situations in which quite a lot of changes have been brought about by the managers. Moreover, it was found that whenever the training was directly applicable particularly in the case of external courses, the transfer of learning has been high. For example, as manager who attended a course on breakdown management, could directly relate it to the work situation and utilise the knowledge in regularising the existing maintenance systems.

Also, when the colleagues themselves are given the same training they seem to react positively as has been found in the case of some external programmes and most internal courses, where the managers receive the same training.

Above all, it was a general opinion that if an executive had a good relationship with the boss, he can bring in any changes. In situations in which there was an adverse
relationship, the performance also went down to a great extent.

There was no post training follow-up. Many of the officers connected with training felt that the top management was not interested in training and there was also no commitment to training.

The top management does not provide the necessary budget for training as a result of which the training activity is largely affected and systematic and sufficient thinking into the training function is lacking. The training need identification which forms the crux of the training is performed haphazardly. As a result of this, the selection procedure, evaluation of training etc becomes a mere formality.

Often it so happens that the person who has to undergo the training have their own preference. They are eager to attend training courses conducted in prestigious institutions while for courses at less prestigious institutions they are less inclined to go and in fact have to be forced to go.

It can be said that there is a general awareness about training. There is also a budget allocation for training
and the personnel department looks after the training function. However, the organisation has not been able to take full advantage of training. The main reason appear to be:

1. There is no systematic procedure for selection and nomination of candidates for training programmes.
2. Training often occupies a second place as compared to the other exigencies of work.
3. There is a communication gap between the top management and the lower cadres. The managers at the lower level are not sure about the emphasis given by the top management on training.
4. Sometimes, training is used as a mere reward or a favour to the training institutions.
5. There is no pre-training preparation of the managers.
6. Subsequent to training there is no evaluation or follow-up.
7. There is absolutely no conscious effort to bring in change after an individual attends a training programme. It is left to the individual to bring in the change. The culture which is prevalent in the organisation is that once a system has been established there should be no deviation. On the whole, there is a general indifference to bringing in change.
8. The resistance to change from all angles has resulted in frustration, cynicism etc in the executives leading
to a fail in their efficiency level.

To conclude, it can be said that due to the training process a general awareness to training has to be created which is very significant. However, the benefits accruing from training are not in proportion to the investments made so far. With more systematic organisation of the training activity the accruing benefits could be optimised.

ANNEXURE I

MANPOWER OF AEDC DIFFERENT DIVISION AS ON 30/11/94

A. PERSONNEL AND ADMINISTRATIVE DIVISION

1. MANAGER 1
2. PERSONNEL AND ADM. OFFICER 1
3. ADM. OFFICER 1
4. SR. OFFICE ASSISTANT 1
5. JR. OFFICE ASSISTANT 1
6. CLERK-CUM-TYPIST 1
7. TYPIST 1
8. DRIVER 4
9. PEON 2
10. P.P.L. 1

Total 14

B. CLIPS PROJECT DIVISION

1. DY. MANAGER 1
2. ENGINEER 1

220
<table>
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<th>Position</th>
<th>Count</th>
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<tbody>
<tr>
<td>3. SR. TECHNICIAN</td>
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</tr>
<tr>
<td>4. TECHNICIAN</td>
<td>1</td>
</tr>
<tr>
<td>5. OPERATOR</td>
<td>1</td>
</tr>
<tr>
<td>6. ASSEMBLER</td>
<td>1</td>
</tr>
<tr>
<td>7. DRIVER</td>
<td>1</td>
</tr>
<tr>
<td>8. PEON</td>
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**C.A.A.D. DIVISION**

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<tr>
<td>2. ASSTT. TECHNICAL OFFICER</td>
<td>1</td>
</tr>
<tr>
<td>3. ASSEMBLER</td>
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</tr>
<tr>
<td>4. CLERK-CUM TYPIST</td>
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</tr>
<tr>
<td>5. PEON</td>
<td>1</td>
</tr>
<tr>
<td>6. P.P.L.</td>
<td>1</td>
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<td><strong>TOTAL</strong></td>
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**D.R 7 D DIVISION**

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<tr>
<td>2. ENGINEER</td>
<td>2 (one Engineer one deputation)</td>
</tr>
<tr>
<td>3. ASSEMBLER</td>
<td>2</td>
</tr>
<tr>
<td>4. PEON</td>
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<tr>
<td><strong>TOTAL</strong></td>
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**E.PROJECT CELL**

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<tr>
<td>2. PERSONNEL OFFICER</td>
<td>1</td>
</tr>
<tr>
<td>3. CLERK-CUM-TYPIST</td>
<td>1</td>
</tr>
</tbody>
</table>
F. COMPANY LAW DIVISION
1. ASSTT. CO. SECRETARY  1
2. TYPIST  1
3. PEON  1
TOTAL  3

G. ELECTRO MEDICAL DIVISION
1. ENGINEER  1
2. ASSEMBLER  3
3. P.P.L.  1
TOTAL  5

H. MATERIALS DIVISION
1. DY. MANAGER  1
2. ASST. STORE KEEPER  1
3. STENO-II  1
4. PEON  1
TOTAL  4

I. M.D'S OFFICE
1. MANAGING DIRECTOR  1
2. JR. ADMN OFFICER  1
3. STENO-II  1
4. PEON  1
TOTAL  4

J. CONSTRUCTION DIVISION
1. JR. ENGINEER  3
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<th>Division</th>
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<td>2. JO/TYPIST</td>
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<td></td>
<td>3. DRIVER</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4. PEON</td>
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<td><strong>TOTAL</strong></td>
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<td>ACCOUNTS DIVISION</td>
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<td></td>
<td>2. ACCOUNTANT</td>
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<td>3. ASSTT. ACCOUNTANT</td>
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<td>4. ACCOUNTS ASSISTANT</td>
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<td></td>
<td>5. PEON</td>
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<td></td>
<td><strong>TOTAL</strong></td>
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</tr>
<tr>
<td>TELEMATAICS DIVISION</td>
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</tr>
<tr>
<td></td>
<td>2. ENGINEER</td>
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<td></td>
<td>3. MARKETING EXECUTIVE</td>
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<td>4. SUPERVISOR</td>
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<td></td>
<td>5. SR. TECHNICIAN</td>
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<tr>
<td></td>
<td>6. ASSEMBLER</td>
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<td></td>
<td>7. P.P.L.</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td>M.CEG (PRODUCTION) DIVISION</td>
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<tr>
<td></td>
<td>2. ENGINEER</td>
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<tr>
<td></td>
<td>3. MARKETING EXECUTIVE</td>
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<tr>
<td></td>
<td>4. ASSTT. TECHNICAL OFFICER</td>
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<td></td>
<td>5. SR. TECHNICIAN</td>
<td>2</td>
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</tbody>
</table>
6. SALES REPRESENTATIVE  1
7. ASSTT. STORE KEEPER   1
8. ASSEMBLER            14
9. JR. OFFICE ASSISTANT  2
10. TECHNICIAN          3
11. TYPIST              2
12. DRIVER              1
13. PEON                1
14. P.P.L.              9
15. CLEANER             1

TOTAL 41

N.COMPUTER DIVISION
1. DY. MANAGER          2
2. ENGINEER             7
3. OPERATOR (COMPUTER)  3
4. ASTT. STORE KEEPER   1
5. PEON                 2

TOTAL 15

TOTAL NUMBER OF EMPLOYEES

PRESENTLY WORKING IN AEDC (AMTRON) ARE 156.
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<tr>
<td>Adm. Officer</td>
<td>Jr. Office Asst.</td>
<td>Driver</td>
<td>(9) Assembler</td>
<td>Clerk cum Typist</td>
<td>Clerk cum Typist</td>
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<td>Clerk cum Typist</td>
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Identification of training need is the stepping stone for effective training and development. An organisation normally employs sufficient number of managerial and non-managerial personnel with required competence to perform given jobs. The job-holder requires a standard of competence such as job-related knowledge, skill and attitude to effectively perform the job. But due to one reason or other, the existing competence of the job holder may fall short of the standard competence required in the job. The process of assessing and finding the gap between the standard competence required in a job and the existing competence in terms of vital knowledge, skill and attitude in the job holder leads to identification of areas of deficiency/gap which is the training need of the person. (1)

A training need exists when the application of training will help to overcome a weakness, prepare an individual to shoulder higher responsibilities on promotion or elevation. These needs may occur whenever the human assets (knowledge, skill and attitude) of the organisation fail to meet the demands made on it.
Symptoms of this failure may include -
- Complaints of difficulty with the job,
- Complaints of disliking parts of the job,
- Indications of low moral or frustration example absentism, high labour turnover, restriction of work,
- Inefficient working of the system, too many accidents, large number of errors, variable quality and quantity of work,
- Planned changes in the organisation example equipment and new workers. (2)

Training needs can be defined as a skill which an individual must acquire in order to perform a task effectively and efficiently.

Training needs Identification

The identification of training needs in the Public Sector is a tough challenge. The main barrier is the lack of performance orientation and inadequate appreciation of the training and development effort. The training effort should be directed towards improvement in performance. In a situation where the concern for improvement in performance is low, the trainer will have to work for creating an appreciation of the importance of better performance. In other words, the trainer has to take an active role in promoting greater concern for performance among people. The traditional methods or
identifying training needs include the following:

1) Performance appraisal
2) Discussions with seniors,
3) Conducting a survey.

The above methods cannot be successfully followed in the Public Sector due to a variety of reasons. The performance appraisal systems are not developmental oriented and do not indicate any systematic effort towards developing subordinates. Many enterprises follow the typical annual confidential review and the effort is generally ritualistic in nature. In other words, performance appraisal reports are unable to provide significant data for assessment of training needs. The confidential nature of the appraisal also prevents managers from an objective discussion of performance problems. Since training is not generally integrated with the total organisational framework the line managers do not make any serious effort in providing data to the training professional. The lack of concern for developing people is reflected in the process and format of the appraisal systems. With the current liberalisation policy of the Government, the demands made on the industry has increased manifold. The industries will have to compete globally and in the near future, the Public Enterprises will not remain an exception. In such a situation, training will become a key issue. Table-I shows the effect of changing business environment on training needs.
## Effects of changing Business Environment on Training Needs

<table>
<thead>
<tr>
<th>Shifts in Required skills and knowledge</th>
<th>Institutional Environment</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upto 1950's</td>
<td>Personal experience based knowledge required to be effective</td>
<td>Institute of commerce providing vocational training mainly in the area of accountancy/bookkeeping</td>
</tr>
<tr>
<td>1960-1980's</td>
<td>Multidiscipline based knowledge and analytical skills required to be effective</td>
<td>Management school with two-tier system of training and HRM</td>
</tr>
<tr>
<td>1990 &amp; Beyond</td>
<td>Multidiscipline based knowledge with international dimension. Both cognitive/analytical and interpersonal/behavioural skills emphasised.</td>
<td>Management school with international training and emphasis on behavioural skills</td>
</tr>
</tbody>
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### Training Need Assessesment (TNA)

TNA is the foundation for Personnel Human Resource Management Activities. TNA helps in carrying out all the activities as shown in Figure-I.
Figure-I

TNA as a foundation for Personal/HRM Activities

- Writing job/position description and job position specification
- Planning and managing careers
- Determining T & D programme content
- Meeting EEO Goals/Requirements
- Recruiting & selecting employees
- Developing performance appraisal criteria and standards
- Making compensation decisions

TNA: (Training Needs Assessment helps in all the above.)


The organisational effectiveness depends on the performance and excellence of their employees. The employees may be inexperienced or lacking in some of the skill, knowledge required to perform the given tasks or even organisational culture may demand the flexibility of attitude and awareness of legacy or discipline to enable him to
recognise red, green and grey lines before making any decisions.

These deficiencies need to be rectified and the employees’ morale need to be boosted to perform his task effectively. The model given below illustrate the performance deficiencies as a result of deficiencies in an individual or/and a group.

* Individual knowledge and skills
* Skill and knowledge of the group
* Attitude of Individual
* Group Behaviour
* Facilities or work culture
* Job discipline
* Managerial effectiveness
* Organisational policies

= Job performance and its effectiveness

Out of these, the following can be analysed and corrected through Training and Development (T & D) efforts to achieve desired performance.

* Lack of knowledge and skill
* Poor attitude or negative approach
* Unsatisfactory work culture
* Faulty mechanism or inadequate facilities
* Working group approach and poor interpersonal relationship
* Faulty job design
* Poor Managerial abilities. (3)

| Current level of performance | --- Gap --- | Desired level of performance |

In an organisation, training needs exist at the following three levels.

* Individual needs
* Occupational needs
* Organisational needs (4)

1) At the organisational level, the training needs are related to the overall direction in which the organisation wishes to proceed; for example, the organisation may wish to computerise its accounts department, thus creating a training need for the personnel of that department.

2) The needs at the occupational level are obtained through 'Job Description' and 'Job Specification'. Both job description and job specification are used to find out knowledge and skills required for the job and those existing with the individuals thereby determining training needs.

3) The needs at the individual level are those peculiar to the individual or group of individuals actually carrying out the job for which training is given. These are
usually established by comparing current performance with the desired performance.

There are two types of training needs 'Micro' and 'Macro'. A micro need exists for one person or a very small population. Macro training exists for a large group of employees. When an employee enters a Public Enterprise, there is an assumed Macro need about philosophy of Public Enterprise, its role, Government Policies, Organisational goals and structure.

**Needs - Assessment Basics**

1) A needs assessment comes at the beginning of any systematic approach to training and development.

2) Needs assessment are done to gain understanding about the gap between what is happening and what ought to be happening.

3) In a Macro assessment, the search is for information in three areas - proficiency, criticality and frequency.

4) Five tools can be used to gather needs - assessment information - Interviews, Surveys, Observations, focus groups document examination.

5) Needs assessment often involve asking in a systematic way about peoples' feelings. (5)

There are four main purposes behind need assessment.
1) Finding optimal performance
2) Finding actual performance
3) Finding feelings about the subject skill, new system or new technology
4) Finding cause or causes of problems.

International Labour Organisation (ILO's) book has taken a very comprehensive view on needs assessment. The book has described the process of identification of training needs under two situations - ideal and less than ideal situation. Needs assessment under ideal situation consists of steps like taking an inventory of present manpower, making forecasts of futures requirements, to find the people needed and to decide what to do to develop manpower. The process under 'less than ideal' situation includes stages such as considering terms of reference, considering the situation within the organisation, considering information available in respect of new and existing employees, considering problems that arise within the organisation and considering possible approaches like observations, management requests, interviews, job analysis, questionnaire surveys, performance ratings and tests. (7)

A proper training needs assessment is, however, not done in most of the organisations. United States of America which is considered very innovative in the field of training, and development did not undergo proper needs assessment. It
was only in the year 1986, a study sponsored by the American Society for Training and Development was conducted by opinion Research Corporation. The report has indicated that although in the textbook approach there is a formal needs assessment, about half the training executives indicated that this did not take most or all of the time. While needs assessment are done the most frequent methods include personnel interview (83%), direct observation of the work of the prospective trainee group (80%), examination of performance or productivity measures (75%), questionnaires (66%) and task analysis (64%).

Like United States of America there is a lack of information about training about training scenario in India in general and assessment of training needs in particular except sporadic writings and studies conducted by some training Institutions. Virmani and Seth conducted a study covering 24 organisations, of which 18 belonged to private sector and 6 to Public Sector. The study report indicating the method adopted by the organisations showed that 33% of the public sector organisations used adhoc methods and did not adopt any specific methods for identifying their executives training needs. However, in case of private sector, only 12% of the organisations resorted to somewhat adhoc decisions.

Among the various methods of need assessment, the
public Sector indicated performance appraisal of the individual and personal interview with the superior of the manager as the most favoured methods. They did not give any consideration to the executive himself to identify his training needs. In general, private sector organisations gave more weightage to different methods of training needs identification such as job analysis and job specification performance appraisal by others and by the individual herself and the production and growth potential of the individual.\(^9\)

**Approach to Identify training Needs**

Various approaches which can be used to identify training needs involve three processes—organisational analysis, role and job analysis as the case may be and individual analysis.

**Organisational Analysis**

It is basically a process of studying and collection of information on various aspects related to the organisations functioning and to find out training and development needs.

Organisational analysis helps in understanding the objectives, policy and functions of the organisation, the
state of affairs of its business operations, work systems and processes, management systems and styles, authority, responsibility, relationships, performance result of managerial and other personnel etc. On this basis attempt can be made to find out the gap between the desired objectives and the actual functioning and accordingly training investment can be made.

Organisational analysis also helps in appreciating the strengths, opportunities, weaknesses and threats of the organisation, its development plans, investment programmes, technological progress, manpower planning etc. The knowledge of the present and future scenario serves as a base to identify different types of training needs and accordingly training plan for the future can be made.

Organisational Analysis helps in deciding the type of training intervention required. The total training requirements of an organisation helps in deciding priorities of training needs and the phases during which they should be met. Training activity involves different types of costs. The training manager can estimate the costs and prepare a training budget for a certain period of time covering priority training of the organisation for approval of managers.

Since organisational analysis involves huge paperwork and resources in terms of cost, time and energy of
training specialist and the organisation in question, it should be used with discretion and differently depending on the occasions when training needs have to be identified either at the level of a sector or a department or the whole organisation. From this point of view, there are three forms of organisational analysis.

First, comprehensive analysis which involves analysing the organisation in its entirety. This analysis has to be done under situations where management desires to prepare a comprehensive training plan for the entire organisation or management is unable to contribute positively in the matters of training.

Second, is the critical incident in which training specialist concentrates on problem areas of organisation and suggests which priority problems needs training solutions.

Third is managements own perception about the training needs of certain category of personnel. The training designer should study and analyse only those sections or departments or units to which the personnel belong.

Since the analysis will provide objective and professional advice on human resource development to the top management enabling them to decide the nature and extent of
the role of training in accomplishing organisational objective in light of training investment, it is pertinent that the organisation study and analysis should be done systematically.

1) The person doing the organisational analysis should have a clear objective and the investigation should start in consultation with the top management.

2) The information collection process should begin with organisational objectives, policy and functions as per its constitution and follow its organisational set-up, actual functioning, work procedures, financial position, authority, responsibility, relationships between the organisation and its various clients strengths and weaknesses including problems of the organisation.

3) Information pertaining to external environment of the organisation should be collected. This will cover items such as socio-demographic features, economic profile, Government policy, rules and regulations, market, competitive conditions, infrastructural facilities, position of suppliers of various resources and other such factors within the area of operation of the organisation which have direct or indirect bearing on its functioning. This information will reveal business opportunities and threats indicating organisations scope to expand and diversify its business on priority basis.

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4) All information should be recorded and relevant information should be correlated and interpreted to find performance problem at different levels.

5) Finally various training requirements should be indicated in priority order.

Need to conduct organisational Analysis

There are several reasons which justify the need to conduct organisational analysis.

1) It helps in identifying gaps between the desired objectives and the actual functioning of the organisation along with reasons of the gap. This in turn helps to concentrate on issues and problems needing training interventions.

2) Helps in making a present and future training plan.

3) A total picture of training situation can be obtained.

4) Training budget can be prepared.

Job Analysis

Is the process of studying, collecting information on or examining various aspect of a job. It produces the important documents. Job description and job specification,
Basic knowledge about the responsibilities and tasks involved in a job (job description) and the human qualities required to perform it (job specification) leads to training analysis.

Individual Analysis

An organisation often employs various personnel to perform various jobs and tasks. While selecting persons, due consideration is given to the competence of the personnel in terms of knowledge, ability and attitude. Often it is found that due to various reasons, individual competence falls short of standard competence required to perform the job. In order to ascertain the extent of gap of competence it is essential to analyse the competence of the persons involved.

Individual analysis starts with analysing persons educational qualifications, professional competence, experience, training etc. For recording qualities of Managerial personnel, techniques such as performance appraisal by superior, discussion with the person on his self introspection exercise, interpersonal skill analysis and discussion with subordinates are used. On the basis of the analysis, a final report is prepared.

The organisational, individual and job analysis reveals a variety of training needs at organisational level,
at the job level or at the individual level from the point of view of its objectives.

After making an analysis of the training needs, the next step is prioritising the training needs. For prioritising training needs, they are to be examined with reference to importance and relevance. This necessitates preparation of a measurement scale of three continuum in respect of importance and relevance and as described below. Training needs can be rated according to priority.

Training needs of each task can be analysed with reference to the degree of importance they have for managers and then can be rated on the three continuum of the scale measuring degree of importance. They three letter 'A', 'B' and 'C' can be used as symbols of three continuum denoting meaning as given below:

'A' - Thorough knowledge and/or complete mastery of skills needed. This can be decided in light of the rating of existing competence which falls under 'ignorance' and 'poor'.

'B' - Some knowledge and/or some skills needed. This may be decided on the basis if competence is in the category of 'moderate' and 'good'.
'C' - No knowledge and/or skills required to do a job well. This is normally decided if rating denotes 'very good' category of competence.

Relevance

Each task and its training needs are further analysed with reference to their relevance to the training. In other words, training needs of each task are graded on the basis of priority assigned to them for training.

The various efforts carried out will give three types of statements - list of tasks, standard level of competence to the corresponding task and the existing level of competence. The standard level and the existing qualities of the person can be compared to find out competence gaps, which will denote training needs on which a training programme can be developed.

The training needs identified through the above stages should be prioritised with reference to importance and relevance in consultation with the persons concerned, their superior and top management.

The model I of training needs Identification (TNI) can be used to identify training needs in an organisation.
MODEL (I) OF TNI

Fresh recruits appraisal
Management objectives Feedback on performance of existing
Request from Deptt./Divn. Self request from Management/Superior
Survey or interview

--- Analyse Performance/Competence to suit present/future jobs.

--- Is there a Genuine Difficulty ?

--- Yes---------

* Analyse & justify
* Cost effectiveness
* Management objectives
* Management strategies
* Target group

--- No

--- HRD people to counsel the employee
* Help immediate supervisors to try out non training solutions.

---

--- Yes------

* Develop suitable T&D programme
* Put priority
* Evaluate programme & employees

---

--- Justified

---

--- No

---

* Counsel the employee to improve
* Ask HRD people to help them recover their minor deficiencies.

---

---

--- Put them on desired task

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Basic approach to Training need Identification

In the earlier days the employer used to decide who is to be trained or what training is necessary to meet his objectives. With the awareness of the significance of training and development in organisational growth, various methods and techniques have been developed to identify the training need and justify the investment in HRD and develop systematic approach to develop the employees.

Various initiatives taken by different PSU’s to identify training needs approach were:

* Manpower scrutiny to locate the positions that employees are required to possess to meet the set objectives.
* Promotions, transfers, relevant data study to find out for training the employees for these positions.
* Future plans of organisations.

Slowly the approached led to annual appraisal of the employees, need for updating the existing manpower, organisational growth and diversification to identify the training and development needs.
As such the basic equation to identify the training need to was established as:

\[
\text{Training needs} = \text{Job requirement} - \text{Existing competence} \\
& \text{Development need} = \text{Desired group dynamism} - \text{Existing attitudes of individuals}
\]

Whatever approach is adopted, the following six methods are most commonly used to identify training needs.

1) Training need survey
2) Competence analysis
3) Performance analysis
4) Task analysis or group dynamism analysis
5) Feedback/recommendation
6) Management decisions

Training need survey:

In this approach, a survey is designed and conducted to collect the information on opinions on organisational culture affecting performance, educational skills and attitudes of the personnel, the willingness of the bottom and intention of the top etc.

A proper recorded and analysed survey not only help
in working out T & D strategies and objectives but it also provides useful input to decide the budget or justify the T & D activities.

Competence analysis

It is a relatively quicker approach to identify the training needs. This combines both the survey and study and specifications. The view of self, superiors or subordinates about the skills, knowledge and attitudes are collected for a particular post or position and to remedy the deficiency, suitable training need is identified. This approach is broad and relatively inexpensive. This helps in prioritising the skill, knowledge training needs etc.

It can, however, be little controversial as it may leave some areas of doubts and suspicion and prejudices which may effect the correctness and its effectiveness.

Performance Appraisal Approach

This approach goes with analysing knowledge, skill and the job requirement. This surfaces out what an employee is? How is he performing? What does he need? This approach, however starts after defining the criteria and standards to measure or compare the performance. The main aim of this
approach is to find out whether an employee on the given job work or positions, have the required knowledge and skill to do it rightly or not.

**Task analysis approach**

Sometimes, an individual works effectively so long as he is performing on his own but when on a task to accomplish which involves contributions of others his efficiency reduces. Task analysis, therefore, exposes his own weaknesses in dealing with others and his attributes to make him capable of running a group or performing a task effectively.

This is the most comprehensive yet useful approach to identify training needs. Task specifications and the competence desired to perform the task precisely identify the training needs.

**Feedback Approach**

This approach is generally used in most of the organisation. The feedback or informations regarding the necessity of training and development in a department for a group or individual can be had from:

1) Annual Reports
2) Production Reports
3) Performance Reports
4) Comments of Supervisors/Managers
5) Comments of colleagues.

Since the above sources of information are otherwise obligatory in an organisation, this approach is inexpensive and fastest to identify the training needs.

Management Decision Approach

In most of the small organisations management themselves decides who is to be trained and what is to be trained. Of course these decisions are based on the future planning, career growth plan or the deficiencies in their employers directly noted by the top management. The sources of informations may be various management reports or the direct interaction. This approach is also inexpensive.

Training needs can be identified by adopting a Micro approach or a Macro approach. Micro training need Identification are useful in case of analysing the following sources:
* New hirer
* Promotion and transfers
* Career planning programme
* Special assignment or Management by objectives (MBO’s) goal
setting.

Macro training need identification (TNI) approach exist in large group of employees or when new entrants performance is to be analysed in a large group. Resources of this approach are:

* Regular management reports
* New product intrusion
* New equipments or machinery
* New policies inclusion.

The different approaches for TNI have their advantages and disadvantages and so the selection of the appropriate approach is an important task of the HRD manager.

The following criteria are considered in selecting the TNI approach

* The size and population of the organisation
* Time available or the time constraint
* Client/trainee commitment
* Type of programme to be taken up
* Level of clients/trainees
* Resources available inhouse and outside
* Budget allotted
* Cost effectiveness criteria

The format I can be used to design suitable TNI
Before taking up any T & D programme, training need identification is the most important activity which influences the outcome of the programme in relevance to the organisational objectives.

Today, like other investment on machines and
materials, investment in human resources is also being viewed critically and the top management wants cost justification and control on this investment too. The budgets are decided by the organisation having T & D plans or department. The TNI helps in justifying the cause for training of the employees whether, they are fresh or existing one, having deficiencies determined by this process.

TNI helps in designing most appropriate T & D programme and its content to develop the human resources. The method of determining the training needs can be summarised as:

* Analysis of job requirement
* Analysis of skill, knowledge and behaviour for the given job or future jobs.
* Analysis of organisational culture
* Computation of job requirement and present capabilities of the employees.
* Collecting feedback data on performance records.
* Conducting survey to collect data to analyse strong and weak points of employees.
* Identify implications for T & D.
* Identify the area of improvement desired.
* Consulting the employees to improve performance in case of not finding it worth to run T & D.
* Recording appraisal as inventory of skill and knowledge.
* Develop source for TNI for further plan.
Identification of Training Need (Analysis)

The importance of proper identification of training needs has been reiterated over and over again. It has been found through a study of the 3 enterprises that none of the enterprises follow a systematic approach for identifying training needs.

A manager's requirements in terms of training are best known to the manager himself and his boss. Hence, while the top management and the personnel department may decide on the formal procedure of sponsoring the manager, it is the manager and his boss who should play a significant role in identifying the training needs.

It was found that in all the three SLPEs the identification of training needs and the decision to train managers rests mostly with the top management and the personnel/training manager. They did not give any consideration to the manager himself to identify his own training needs.

A noticeable feature in the entire need identification process is that very little attention was paid
by the management to conversion training for changed systems, procedures and technologies. One major objective of any training activity is to avoid executive obsolescence and ensure that he is constantly trained for new developments in the organisations. All the three enterprises responded negatively to this aspect. They did not follow any set criteria for selecting executives for conversion training. This shows that all the three enterprises have not yet systematised their training practices and consequently are not able to optimise the advantages of training.

Given below are some of the criteria used for identifying training needs.

1) Job analysis and job specification
2) Performance appraisal of individual by self and others
3) Personal interview and discussion with superiors
4) Discussion with superior and third party
5) Left to manager to identify his training needs
6) Knowledge and skill test
7) Training for promotion and growth
8) Induction training
9) Informal observation
10) Conversion training to fit into the requirements of any technological or procedural or system changes in the organisation
11) No specific method, it is adhoc.
A close look at the various criteria reveal that in majority of the cases, the three selected SLPEs adopted the adhoc methods for identifying their managers training needs.

A discussion with the three SLPEs revealed that from among the method outlined, the three SLPEs indicated performance appraisal of the individual and personal interview with the superior of the manager as the most favoured methods. They did not give any consideration to the manager himself to identify his own training needs.

The exercise of training need identification involves three important aspects. 1) The induction training 2) The second prepares the employee for future promotion and growth and takes cognizance of his career development. The third aspect is conversion training which aims at preparing the employee to cope with new technological procedures or systems changes.

It has been found that the three SLPEs have not realised the importance of conversion training.

Needs assessment is extremely important in order to plan, manage and allocate resources. In the SLPEs, because of scarcity of resources and non availability of training resources, a need assessment is necessary to obtain the most
from what has been spent in training.

It was found that age and education are negatively related to training needs. The older and more educated the public manager is, the less they felt the need of training in certain skills. With age, there is a negative relationship to training in human relation (ex: motivation, discipline, settling differences).

Education is negatively related to training needs. The more educated the manager, lesser was the need for training. It was found that educated managers perceive the need for training in computers and their application. Another important dimension was that the larger the enterprise, greater was the need for communication related skills.

The study revealed that the opinion regarding training varied widely in the organisations, some regarded training as the way to upgrade knowledge and skills while another opinion was that training are a waste of time. It was also found that in organisations where the Managing Director changes every few years, sometimes a protraining Managing Director is succeeded by an anti-training one and accordingly, the fate of the training department swings from being the most important department to the least.
In STATFED, it was found that a particular Managing Director during his tenure had greatly emphasised on training but after him the next two Managing Directors have shifted their focus to certain areas other than training. Managers are no doubts still nominated to attend training programmes but as compared to other activities, training has been shifted to the back seat. The result has been that many trainees have started becoming skeptical about the benefits of training given their organisational culture. Even after very practical skill enhancement training, the trainees opined that it would be more beneficial if their bosses were exposed to training first.

On the other hand, the problem of obsolescence regarding knowledge and skill re-emphasises the need for training. If new concepts, systems, tools or techniques are to be introduced and disseminated throughout the organisation training is the only viable alternative.

It could thus be seen that in all the three SLPEs, there was no set procedure to identify the training needs of the managers. Sometimes, a regular process of training need identification exists but often the process is not adopted in practice.

The formal procedure of training need
identification as laid in Assam Electronic Development Corporation (AEDC) is as follows:

The training need is assessed in the month of January/February every year along with the performance appraisal. Through performance appraisal, the strong points and the weak points are assessed and the training need is identified. This process is carried out by the immediate superior in consultation with the functional head. This is further assessed by the General Manager and finally by the personnel department.

Following the training need identification in February, the personnel department calls for the details of training requirements from the various departments. Simultaneously the brochures from external training organisations are circulated to the different departments. By the end of March, a meeting is to be conducted in which the training programmes both internal and external are to be decided. The selection of internal programme is based solely on training requirements whereas the external programmes are selected keeping in view the reputation of the organisation offering the course.

The managers of AEDC, however, felt that in practice the laid out procedure for identification of training
needs was not followed. Sometimes even when the training need was identified, the selection of courses was done haphazardly.

In APOL, a system has been developed for identification of training needs. Identification of training needs is done on the basis of self appraisal forms which have a column for training needs assessment. This form has been developed by the personnel department and has questions on areas relating to work, which tries to analyse the strength and weaknesses of individual, besides training need assessment. After the individual assesses his performance, his/her training need is reviewed by the head of the department.

The above system has been introduced only since 1993. Prior to that no systematic effort was made to assess the training needs of the managers. Training need was assessed on an adhoc basis.

In STATFED, it was found that there is no set procedure to identify the need and requirements for external as well as internal Management Development Programmes. The selection of external programme is done by the Joint Manager, HRD and Managing Director by going through all available brochures from various training organisations and of the formal report received from past participants of these
courses. There is no serious attempt made, to study the needs and matching of the needs/requirements to the various available courses.

The present Joint Manager, HRD feels that there is an urgent need to look into the matter. In his opinion there is a need to survey the organisation's objective in nominating its people for management development programmes, specially the outside ones.

The organisation was not clear about the benefit arising from sending people to courses both internal and external. The nominated managers always reported favourably about the courses they attended for the future benefits of colleagues and peers. Nominations to training programmes are mainly based on the reports of the past participants.

Various suggestions have been made in the organisation regarding identification of areas and matching of programmes to it. The Joint Managers, HRD is working on this area but nothing has been finalised as yet.

As things are today, the Joint Manager, HRD identifies the programmes from the brochures received and the reports given by past participants. The managers are selected on the basis of seniority, previous exposure to training and
likelihood of being promoted to take up higher responsibilities.

The study of the training need identification process of the three selected SLPEs reveals that so far very little effort has gone into any systematic identification of training needs. Very often, training and identification was made on an adhoc basis where neither the trainee nor his boss were consulted.

The tools used for identifying training needs was almost the same in the three enterprises. There is a column in their annual appraisal report with regard to the training needs. However, in reality it was found that in most cases, while taking training decisions, the appraisal reports were rarely consulted and even if they were consulted not much weightage was given to them.

There were also cases where training needs identification exercise was done, when there was necessity for grooming people to shoulder higher responsibilities i.e. training was linked to promotion. In such cases also, there were instances where the trainee found the training not relevant to their future jobs and they perceived it more as an additional reward before promotion.

Often, where the training need identification and
appraisal for promotion were combined, there was always an apprehension in the mind of the managers that the deficiencies expressed under training need identification may be perceived as areas of weakness and would hamper the individual managers promotional prospects. In most cases therefore, the managers as well as their bosses were all guarded in giving their remarks about the deficiencies of the managers for training purpose.

It can be concluded that the management of all the three organisations lack clarity and are vague about identification of training needs. None of the three methods of training need analysis - organisational analysis role and job analysis and individual analysis was properly done in the selected three SLPEs. Basically an adhoc approach was used to identify training needs.

In all the three SLPEs, the organisational analysis can be done by taking into account the following factors.

1) Background
2) Objectives of the corporation
3) Financial position
4) Business Turnover
5) Management
6) Power and Functions
7) Qualification and personal qualities of the manager
8) Supporting staff
9) Qualification of the Accountant
10) Employees at Branches
11) Conditions of internal functioning
12) Observation, comments and findings
13) Training requirements of the society
14) Cost of training.

If at a particular point of time there is a need to promote a particular manager, it then becomes necessary to assess the training need. The following information is needed to assess training needs.

- Gap between existing skills and skills needed to perform job at a senior level.
- Gap between existing skills and skills needed to perform next higher job.
- Profile of the manager including job content.

The following steps can be followed in the SLPEs to identify the training needs of the employees.

1) The first step in the development process is to identify the exact requirements of training, keeping in view the individual and organisational needs. The best method of doing this is through a systematic appraisal of the employees strengths and weaknesses.

2) The linking of appraisal with the training needs could be done at the feedback and review stages of the
appraisal.

3) The boss and trainee themselves should play a major role in discussion and identification of training needs.

4) The training/personnel department should play a supportive role in suggesting ways of identifying training needs rather than deciding by themselves who should be given training.

The training/personnel department could also help by being fully aware of the kinds of training available through in company training and through external programmes which will meet the requirements of the individual or the organisation. The final decision will have to be taken after discussions with the trainee and his boss.

The involvement and commitment of the top management in the training process is essential.

Figure 2 gives a model of identifying training needs which can be used by the SLPEs.
Model of Identifying Training Needs

<table>
<thead>
<tr>
<th>Recognition that problem exists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the real problems</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Consideration of possible solution</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non Training solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss as appropriate</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment of management action</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
</tbody>
</table>

Figure-2


In certain situations, it is helpful to classify employees for the purpose of giving priority in training. Dr. George, S. Odiorne, Professor of Management and former Dean of...
the School of Business Administration at the University of Massachusetts, Amherst has developed a unique and useful strategy for assessing the human resources of a firm. This strategy gives us an insight into setting our priorities for concentrating training efforts on some categories of employees since the resource for training is limited. The portfolio matrix given by Professor Odiorne is as follows:

<table>
<thead>
<tr>
<th>Perf</th>
<th>Work Horses</th>
<th>Stars</th>
</tr>
</thead>
<tbody>
<tr>
<td>H J O</td>
<td>Dead wood</td>
<td>Problem children</td>
</tr>
<tr>
<td>I O R</td>
<td>Low potential</td>
<td>High</td>
</tr>
<tr>
<td>G B M H A N C E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Job performance + (on Y axis). Actual achievements of the individual compared with the objectives of the job.

Potential (on X axis).
Likelihood of the job holder future contribution to the employing organisation. The two by two grid gives four types of employees.

1) Dead wood - Employees under this category are incompetent with low performance and low potential. They are totally unsuitable occupants of the present positions.
2) Work Horses - People who have reached the peak of their capacity to work which is limited. 79% of the managers in Dr. Odiorn's study were found to be in this category.

3) Stars - High potential persons already performing high at their peak potential.

4) Problem Children - People who have great potential but are working below their capacity. In some instance, they divert their energies to making mischief, engaging in harmful actions or in being too easily diverted into trivial or wasteful uses of their talents.

It is evident that from the above analysis that it would be advisable to give first priority for concentrating training efforts to 'Problem Children'. It is better to concentrate on a few with potential and achieve tangible results than to take everybody in the 'training net' and end up achieving little or nothing. (13)

There is a need for following an integrated strategy for identifying training needs. The management information system has to be redesigned so as to provide relevant data relating to work problem, usage of equipment, raw material, communication breakdown. Coordination, problems, manpower, wastage etc. Similarly, the training gap has to be
identified by differentiating between performance standards and actual performance. There should be greater participation of all concerned executives in the process of identifying training needs. Support for the training effort needs to be obtained from the executive, his boss, trade unions and subordinates.

An important strategy in the Public Sector would be to invest greater time and effort in analysing the job. Job analysis can be used as an important tool for identifying the type of knowledge and skills. The job requirements vary and hence the nature of administrative skills have to be related to the type of functions to be performed. In the case of technical and manual jobs, direct observation techniques will provide useful information. Techniques like actually sampling can be used to analyse the work and activities of groups of persons doing similar jobs. The interview techniques and self logging techniques provide useful methods of systematic job analysis. The self logging techniques have the advantage of involving the participation of the individual job holder. A systematic analysis of the job by the persons who is performing it will be an important source of identifying training needs. A serious effort in job analysis will help in specifying the training objectives in such a way that will describe what the person will do after the completion of training. The post training behaviour of a trainee can be
predicted on the basis of job analysis.

Once the management training needs are identified, objectives can be determined. Since the executives in Public Enterprises belong to junior middle and top/senior management levels, the objectives of training could be as follows.

1) Objectives of Training Junior Level Managers.

For the Junior managers who are responsible for the day to day operations, of the enterprise and getting things done from the subordinates the objectives of training should be to develop in their knowledge and understanding of

- the rationale and role of Public Enterprises and Commitment to enterprise goals,
- basic management concepts, techniques of leadership and basics of decision making,
- tools and techniques relevant to their particular functional areas as they are applied to public enterprises,
- current developments in the area of management science, tools and techniques and those in functional areas which are relevant to their level and,
- organisational problems and ways and means to solve them.
2. Objectives of Training Middle Level Managers

For the middle level managers who are entrusted with resources and responsible for decision making, planning and controlling the activities of subordinate managers, the objectives of training should enable them

- to understand the role of P.E. in the context of the national development strategy,
- to understand management concepts, tools and techniques, especially those related to conflict resolution, the organisation and control of work in different units, the use of quantitative techniques,
- to acquire skills of problem analysis, decision making and delegation of authority,
- to acquire specialised skills in functional areas of management like production, marketing, finance etc,
- to know the technique of corporate planning, project management, inter-personal and inter-organisational relationship,
- to understand the current enterprise problems and abilities to solve them and,
- to develop an awareness of innovations which could be applied to their functional areas of work.
3. Objectives of Training Top/Senior Level Managers

For the top/senior level manager, who are concerned with the total organisation, its future and whose function mainly relate to designing and implementing policies the objectives of training should be to

- develop deep knowledge of govt. and business affairs, both in the national as well as international contexts the inter-relationships of societal and individual values,
- develop leadership skills and understand problems concerning linkages within and outside the enterprise and be able to participate in their solutions,
- gain thorough understanding of concepts, tools and techniques in the area of enterprise planning and design, control and coordination, group dynamics and systems and concepts and,
- develop an awareness of latest decision making techniques, current developments in organisational management and change. (14)
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