Chapter 8

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

8.0 Introduction :- In several visits to the four units under survey, the researcher met managers, supervisors, workers, even union office bearers and discussed with them various issues related with training programs like the release of candidates, preparing schedules, arranging lectures of outside guest speakers, company’s plant managers, supervisors, selection of teaching methods, organization of managerial games, and last but not the least review of evaluation forms duly filled in by the participants. He has observed certain ways, processes of settling major and minor problems for maintaining discipline and decorum for successful implementation of training schedules during last few years.

The first step in research process is collection of data by finalizing hypothesis, objectives, methodology and questionnaire of the project. The next step is data collection which is done by the researcher himself or with the help of his colleagues. The collected data is first tabulated in a suitable format. After words keeping in mind the responses, percentages were worked out to draw the inferences. Based on the responses to the questionnaire, interactions and observations as well as on the study of selected books, journals, articles.
This chapter covers the objective-wise findings, conclusions, proving the hypotheses, recommendations, and the areas identified by the researcher for conducting research in future.

8.1 Findings of the research
8.1.1 Objective No. 1. To study the expectations of employees from training programs

Findings:- The expectations of employees from the training programs were as follows:-

1. More emphasis be given on “On Job Training Programs.”
2. Minimum one week intimation is necessary to the respective departments.
3. The duration of behavioural programs should be minimum for one day.
4. The outside visiting faculty should be given full idea about the participants and also should be instructed to speak in regional language where ever needed.
5. While quoting examples, the faculty should be asked to quote live cases from the concerned units.
6. Every faculty whether outside or inside should do home work before starting the programme.
7. When class is in session, the supervisors should be instructed not to call the concerned participant for any emergency work.
8. The classroom should be clean neat and airy with proper ventilation facilities. All visual aids should be well maintained every time for the use in the class.

9. The classes must be started in time with due tea breaks and lunch intervals.

10. The study material should be distributed before the beginning of the lecture.

11. Evaluation sheets duly filled in by the participants should be reviewed by HR section and action be taken as mentioned therein.

8.1.2 Objective No.2 :- To know the opinions of trainees regarding conduct of training programs.

Findings :- In general, the trainees were happy with the performance of training programs in four selected units for survey. But in informal discussion with the researcher, some of them expressed their displeasure on specific points with following suggestions.

1. More preference be given for on job training.
2. Supervisors and managers should be instructed not to use English words in each sentence spoken.
3. At the end of lecture, review of points covered is essential.
4. More preference was shown for open discussion with the participants.
5. Films in English language should not be screened, instead, regional language be given preference.
6. Lecture notes should be distributed before starting the lecture.
7. Same topic or example need not be repeated frequently.
8. Internal speakers be given prior intimation of a lecture at least one or two days before so that they can be better prepared.
9. More practical training be organized on topics like “Team Building and Team Development”, “Communication Process”, “TQM & TPM” etc.
10. Not more than two workers from a section should be called for training in one class. This would avoid disturbance at the work place.

8.1.3 Objective no 3:- To identify the opinions of trainees regarding various methods of training.

Findings :-
1. Lecture method should be discouraged as far as possible.
2. Group Discussion technique is generally appreciated.
3. Role Play method is equally preferred by trainees but it should be arranged at the end of the day or at the post lunch session by granting sufficient time for its proper and effective implementation.
4. Case Study method gets highest preference. But participants expected case paper to be distributed at least
one day in advance in order to get sufficient time for the necessary preparation.
5. Film shows should be preferably in Hindi or in regional language. Otherwise they should be dropped as English film shows create confusion and trainees feel that it is totally wastage of time.
6. Management games were appreciated in programs which provided sufficient time for the same.

8.1.4 Objective 4: To find out how far training leads to development of the competencies of the employees.

Findings: The general view of the respondents is that training programs are definitely useful for the development of competencies, provided they are organized scrupulously and consistently. During discussions with the participants on this topic, the researcher noted the following suggestions pointed out by them.

According to them the following competencies are common for all workers in all trades at shop level:

- Communication skills.
- Listening skills.
- Learning skills
- Reading skills
- Reporting skills
- Presentation Skills
• Time Management skills
• Innovation skills
• Interpersonal skills
• Total involvement skills

The majority of workers are aware of the need and importance of assimilation of these required skills while on duty or off the duty. But in the fast changing circumstances, expectations of corporate heads from rank and file employees are also increased. They feel that that workers should be multi skilled in the context of global competition. Hence HR department is taking care to organize more and more training programs for their employees.

After all, training is the process of learning sequence of programmed behaviour. It is the application of knowledge. Effective training is the ability to transfer knowledge, skills and attitude imparted to an individual at the work place and to maintain the vibe through out.

In the four companies under survey, it is observed that utmost care is taken by concerned managers and coordinators of respective HR personnel to maintain positive work culture while conducting training programs. According to the researcher’s experience, even union leaders, and respective office bearers in the four companies are also aware of the importance of training. Training is now supposed to be the corner stone of
sound management for it makes the organization and its employees more effective and productive.

8.1.5 Other Findings:- The researcher noticed the following during the training sessions in four companies under survey.

1. The classrooms were neat and clean with full ventilation with air conditioned facilities. The class rooms were well equipped with stationary and visual aids.
2. Programs used to start in time with the provision of all facilities like stationary study material, tea, snacks and lunch in time as shown in time table.
3. Generally programs were conducted for one day or in some cases even for 5 days some times with exceptions for half day.
4. Generally company supervisors, managers conducted the classes but outside experts were also invited whenever required.
5. In exceptional cases like machine faults, power cuts, and at the time of emergencies in production processes the concerned participant was compelled to leave the class.
6. Generally evaluation sheets were reviewed and action taken by HR section. The concerned HR personnel was however pointed out that many times suggestions by participants were repeated.
8.2 Conclusions

8.2.1 Part A Demographic Details

A.1 Age Group wise Analysis

As the preliminary information of respondents is necessary while conducting survey, the researcher preferred to start with age group wise analysis.

In the classification of all respondents, it is noticed that 339 (89.4%) respondents belong to the age group in between 21-40 i.e. the young age group.

It can also be concluded that majority of respondents in Cummins and Tata Motors and all respondents in Bharat Forge and Thermax companies are classified in the age group of 21—40.

A.2 Experience wise analysis

Experience in a particular job, or handling any complicated machine is supposed to be the great asset for further prospects for any employee.

In the present survey, it is observed that 285 (75.2%) respondents are having 1 to 10 years working experience.

In company wise analysis, it is revealed that more than 90% respondents in Bharat Forge and Thermax are having working experience of 1-10 years.
Comparatively in Cummins and Tata Motors, 21.5% 47.3% respondents respectively are having 11—20 years working experience.

It is seen that companies under survey are keen to offer more and more opportunities for training to upgrade their required skills and also to update their knowledge on the back ground of growing tough global competition.

**A.3 Previous experience of attending training programs**

Through this question the researcher tried to know from the trainees regarding their past experience of attending training programs either in the present company or in any other company wherever they were previously working.

The data analysis depicted that 41.4% trainees attended the training programs in the past. While 58.6% were totally freshers.

The company wise details showed that in Cummins and in Tata Motors more than 50.0% were having training experience in the past, while in remaining two companies i.e. Bharat Forge and Thermax the percentage of freshers was more than 70.0%.

Now trend in all organizations is that despite past training experience, training programs are organized on priority basis for new recruits.
8.2.2 Part B – Expectations of trainees

B.1 Belief of trainees regarding the impact of training programs on individual performance improvement

Before starting the training programs, the researcher wanted to collect the views of the trainees regarding their belief, as to what extent such programs can improve the performance of the participants. From the data collected and analyzed, it was noticed that 74.9% trainees mentioned that the programs could improve the individual performance positively. The company wise data supported the above views. In three companies more than 75% trainees and in one company (Thermax) more than 65% trainees mentioned that the programs could improve individual performance positively.

It can therefore be concluded that a good majority of trainees were having full faith on the effectiveness of training programs on the performance of the individual participants.

B.2 Expectations from training.

The researcher further tried to know from them their expectation for the general improvement in the specific areas. The data analysis shows that 44% trainees expect improvement in self motivation, while 43% expected improvement in required skills, and 40% expected change in attitude.

The company wise data mentioned near about the same picture. 48.0% trainees in Cummins India, 50.0% in Bharat Forge, expected in improvement in required skills, while 50.0% trainees in Thermax
expected improvement in knowledge, 47.0% from Tata Motors, 59.0% in Bharat Forge, expected improvement in self motivation, and 49.0% in Bharat Forge expected enhancement in productivity.

It is therefore concluded that expectations of majority of trainees were highest in different fields like self motivation, quality improvement, enhancing productivity, improvement in required skills and last but not the least is change in attitude which is the dire need to day in the present competitive age.

B.3 Opinions about the cost of training

The first requirement of every training program is budget approved by the senior authorities. The minimum expenses for conducting programs are very essential. Naturally the researcher found it necessary to collect the views of trainees on the point of recurring expenses on this head in every year.

The data analysis showed that 75.2% trainees agreed with the statement that “Training costs more but its absence costs much more.” Though the recurring expenses on training were increasing every year, no unit could avoid it, because its absence was likely to tax much more to any organization in the changing economic scenario.

The company wise data supported the statement in thumping majority.
It can therefore be concluded that trainees in majority could follow the importance of training.

B.4 Impression regarding recurring expenses incurred on the training programs.

Through this question the researcher tried to collect the views of trainees on recurring training recurring expenses in every year. The chart in data analysis shows that 58.3% trainees opined that these expenses on training were essential.

The company wise data indicates that 70.1% in Cummins, 67.3% in Bharat Forge trainees stated that training expenses were essential.

It is therefore concluded that maximum number of trainees supported essentiality of training expenses.

B.5 Specific competencies / skills expected to be developed after attending the programs.

Through this question the researcher was anxious to know from trainees which specific competencies were expected to be developed after attending the training programs.

The data analysis depicted that 50.0% and above trainees mentioned that after attending training programs there could be positive change in perception, improvement in process working, and lastly positive change in interaction with colleagues.

The company wise data stated that 50.0% and above trainees in Cummins India, and Bharat Forge mentioned that training programs
could improve positive change in perception, while trainees in all four companies under survey stated that attending programs could improve in process working, while 55.0% trainees in Bharat Forge and Cummins India opined that such programs could improve favourable change in habits and also improvement in communication skills.

It is therefore concluded that the trainer has to identify the specific requirement of trainees by different ways and then stress on the specific issues of the subject.

8.2.3 Part C - Evaluation by trainees

C. 1. Achievement of Objectives :-

Every training program has to achieve certain objectives. These objectives are clearly defined and the trainer and trainees are expected to be aware of them. In the present survey it is observed from available data that the 41.4% trainees were not only aware of these objectives but they were also satisfied of fulfillment of objectives to a great extent, while 34.8% opined that the objectives were achieved to full extent.

C.2.1. Whether the training programs were interesting

The data shows that 62.3% of participants mentioned that the programs were interesting as they tried to imbibe on the minds of participants high practical value training programs.
C.2.2. How much practical is training

Practical applicability of knowledge is very essential from the trainees point of view. The data indicates that 68.9% trainees appreciated the practical value of such programs.

C.2.3 Relevant to job

65.7% respondents felt that training was highly relevant to the job. The percentage was highest (73.3%) in Bharat Forge.

C.2.4 Clarity of content

More than 60% respondents in all the four companies stated that the training programs had very clear contents and they could understand the inputs very well.

C.2.5 Importance of training

More than 70% respondents in Cumins, Bharat Forge & Thermax regarded training to have high importance, while 58.2% in Tata Motors expressed this opinion.

C.3 Addition in knowledge :-

The researcher was interested to know from the trainees to what extent the training programs helped them to add in their knowledge. From the data analysis, it is observed that 43.5% trainees opined that they could get the knowledge to a great extent, while 54.4% were fully satisfied with the pearls of knowledge they could collect in the programs. The company wise data also supports this fact as more
than 50% trainees in two companies mentioned this fact that they could get the knowledge to a great extent, while more than 50% trainees in remaining two companies stated that they were fully satisfied with the discussion held on the concerned topics during the programs.

It can therefore be concluded that training programs support to enlarge the horizons of knowledge of the trainees.

**C.4 Pace of the course :-**

In every training program, the trainer has to keep certain reasonable speed in his teaching process, so that the trainees find the lecture interesting and also feel comfortable to listen and note down the necessary points.

From the available data, it is noticed that 86.5% participants stated that the speed was about right and less than 10% felt that the speed of lectures was some times too fast or too slow. The company wise data show that above 70% trainees were happy with the teaching speed.

It can therefore be concluded that maintaining reasonable speed in teaching leads to create effectiveness of training programs and ultimately to sustain the interest of the trainees.
C.5 Clarity :-

The success of any training program depends upon the extent of clarity of all points in the topic discussed in the class. The trainees should feel happy while attending the lecture and it should be reflected in their evaluation sheets at the end of programs.

More than 60% trainees in four companies opined that there was clarity of the topics to a moderate extent, while more than 35% (37.7%) stated that the clarity was to a large extent. The company wise figures support this fact. In two companies, Cummins & Bharat Forge, more than 70% trainees supported the fact the clarity was to a moderate extent while in remaining two companies, Tata Motors & Thermax more than 45% mentioned that the clarity was to a large extent.

It can therefore be concluded that the clarity of the topic was maintained in the interest of the trainees in the class and to create positive impact on the trainees.

C.6 Relevance to the Job Situation

The objective of each training program is to enrich the knowledge and upgrade the required skills of trainees. Hence the topics selected for discussion are related to their jobs.

The data analysis in this regard depicts that more than 40% (42.7%) trainees opined that the discussion in the classes was very relevant and practical while above 35% (38.0%) stated that the discussion
was about right. Less than 10% (7.1%) felt that the discussion could have been more relevant. 

The above statement is also supported by the figures from the four companies.

It can therefore be concluded that relevance of training programs to the job situation definitely led to create positive impact on trainees.

C.7 Coverage of the topic

The performance of the trainer is always evaluated and also appreciated if the topic in discussion is properly covered by him in the stipulated time. It depends upon sufficient home work and continuous teaching practice in such programs.

The analysis of data shows that above 30% (36.4%) trainees mentioned that they were very satisfied with the performance of the trainers in connection with the coverage of the topics, while above 50% (58.6%) trainees stated the coverage of the portions of the topics was about right.

The company wise data analysis states that a good majority of respondents were satisfied with the coverage of the topic.

It can therefore be safely concluded that the coverage of the topic in limited time schedule was maintained in the interest of the trainees.
C.8 Development of competencies.

The principal and ultimate object of training programs is development of required competencies of the trainees. It depends upon the teaching skills of the trainer. But it is not so easy. The trainer has to do a lot of home work and full preparation of the subject to be taught in the class before entering in the class room.

The data analysis shows that more than 50% (54.6%) trainees mentioned that programs can develop required competencies to a great extent, while 43.8% trainees stated that competencies can be developed to some extent. Only 1.6% trainees opined that competencies can be developed to a little extent.

The company wise data supports the above statements. More than 50% trainees (67.0% in TataMotors, 53.5% in Bharat Forge, 65.0% in Thermax) in three companies opined that training programs can develop competencies to a great extent. Above 30.0% trainees in four companies stated that programs can enhance competencies to some extent.

It can therefore be concluded that training results in development of required competencies in the present context of global competition.

C.9 Methods of Teaching

The appreciation of training programs depends upon the methods of teaching used by the trainer. Generally in every program the use of lecture method to certain limit is essential.
The data analysis shows that 63.1% trainees appreciated it. The company wise data shows that 74.3% trainees in Bharat Forge, and 68.8% in Thermax, have mentioned preference to lecture method. Equally other methods like Video Film Shows and Role Play method was appreciated by 64.9% and 62.8% trainees respectively.

The company wise data highlights 62.6% trainees in Cummins India, and 62.6% in Tata Motors preferred role play method, and 65.3% in Bharat Forge, found Handout method very effective.

Some other methods were also appreciated by trainees. 67.3% trainees in Tata Motors found Brain Storming very effective. Group Discussion method was also preferred by 57.9% trainees in Cummins India, 67.3% in Bharat Forge.

The importance of case study method was also realized in majority by trainees. 65.4% in Cummins India, 70.3% in Bharat Forge 55.0% in Thermax, and 42.9% in Tata Motors trainees used this method for live discussion.

It is therefore concluded that the method of teaching is selected according to the requirement of the local circumstances and also taking in to consideration the grasping power of the trainees.

The overall opinion show that lectures, film show & roll play / games are more popular methods.
8.2.4 Part D – Evaluation by supervisors

The researcher was interested to find out to what extent, the supervisors felt the practical utility value of training programs, by observing the behaviour of trained operators, on other aspects of their working life, in addition to their daily performance in the shops.

Their views are stated below in summery.

- **Positive Change in perception** :- Changing perception is one of the objects of conducting changing training programs. But it is a very slow process. In the case of operators, particularly it is a tough job. While discussing with the supervisors it was revealed that it was totally depend upon the skills of the trainer. In these four companies, after recruitment of fresh employees, after the orientation of history of the organization, through the application of different techniques and use of recent teaching instruments, in due course the perception of trainees could be changed.

- **Active involvement in team work.**:- Team working is the foundation of getting the work done from the employees. But participation in team working process requires practice. This is possible through training programs. In these four companies through the role play method the trainees were taught how to get involved in team. Specially while teaching the importance of quality circle in ISO implementation such practicals were organized in the classes which have shown good results.
• **Use of innovative ideas** :- This was a very hard task in the workers classes. The general view was that workers were meant for physical work. They could not use their brain while working. But in practice it was found that such presumptions were baseless. Through suggestion schemes, management could collect new ideas from them. Even in canteens suggestion boxes with papers were kept to encourage workers to scribble their ideas on various topics like how to avoid wastages, how to clean machines. Employees were expected to note down their suggestions on those papers and drop them in suggestion boxes. The general assumption was that this subject could not be taught in classes. But it was observed that through training and also by informal way it could be made more effective.

• **Maintaining time schedule** :- The researcher noticed that this subject could be taught effectively by playing a game of asking participants to write their strong and weak points on paper and it was followed with group discussion. Workers knew very well the importance of time not only in factory but in family life also. The trainers used to instruct them repeatedly to change their habits through organizing several management games, which was found to give expected results.

• **Improvement in listening skills**. :- It was found that senior workers could not remain attentive in the classes. The first stage of listening is to try to learn in the classes. Learning being important, skilled workers used to take more interest in the participation of management games. Basically it was the
skill of trainer to maintain interest in the classes while teaching such subjects. The training was found to improve listening skills.

- **Proper maintenance of 5”S” schedules :-** This is one of the important tools of quality management. The researcher's experience was that trainees used to take more interest in this topic because its utility value was having equal importance in the family life also. In several classes participants used to take very active part in this subject and as a result their performance on this aspect showed substantial improvement.

- **Improvement in vertical and horizontal communication practice :-** Supervisors and managers noticed that training programs were very effective for improving vertical and horizontal communication skills of workers. After attending programs they become little bit bold while discussing any difficulty in their respective working processes.

- **Positive interaction with colleagues :-** Training could remove the misunderstanding between each other through proper interaction with amongst them. Few supervisors also noticed the change in their behaviour while discussing any problem with senior officers. The change was noticed in their approach. Before training their approach was very aggressive and also in their expression they used to speak very roughly. But superiors noticed the change in their interaction while dealing with colleagues as well as with superiors. The change was noticed in the use of language and in their approach had become smooth.
• **Use of safety tools** :- In today's changing environment, major accidents are rare when compared with the situation in the last century. Fire fighting classes and safety tools classes were conducted regularly in these organisations, and now everyone has become aware of their importance. But still minor accidents used to take place. Now according to supervisors' experience, that percentage was also going down day by day.

• **Improvement in process quality** :- Supervisors and even senior officers felt that continuous hammering on improvement in processes and products in the classes and also in the shops created the favourable impact on the minds of workers. They knew very well that if proper care was not taken in processes, it would create negative impact on the performance, which might lead to threat the progress of the organisation.

• **Improvement in required competencies** :- Competencies improvement was the heart of business growth. In discussion with supervisors it was revealed that identification of competencies of every trade in the shops with due intervals was a basic requirement now a days. When new latest machineries replaced the old ones, continuous organization of training for workers was very essential along with the maintenance techniques. In general, supervisors observed good improvement in required competencies.

Change is constant today. In present cut-throat competition competencies of workers must be updated for which organization of training programs had no other alternative.
It can thus be concluded that in the opinion of the supervisors, training has proved to be effective in improving performance of trainee operators.

8.2.5 Conclusion based on interviews of personnel involved in policy making, training implementation and supervision

The researcher had several meetings with the learned executives, managers and supervisors of four companies under survey on various issues related with training and learning processes, problems. The discussion was also on the implementation of strategies to develop favourable and positive work culture in their respective plants. These were very encouraging, informative as well as instructive.

The researcher interviewed the following personnel a) VP/GM/DGM who represented top management b) Training Managers who actually planned and implemented the training activity and c) The managers / supervisors who could observe and point out the change brought about by training.

The conclusions based on the discussion is stated below. :-

Identification of training needs

Training needs are always changing according to the local circumstances in any industrial unit. Naturally identification process has no end. The training needs were generally identified through performance appraisal of workers and also after taking review of their
individual contribution to their respective jobs. Another way of identifying training needs was through the discussion in monthly supervisors meetings. In addition it was done after going through the evaluation sheets submitted by participants. Many times after the completion of the training programs, suggestions made by the trainees in evaluation sheets or in the review of papers submitted by them in suggestion schemes were also useful to find out training needs.

Skills required for various trades

The ability of people management is very vital especially in today's changing environment. Hence along with technical skills, soft skills were found to be getting more importance. One of the executives mentioned that the ability to connect with the people around us is the essence of soft skills. Technical skills required for handling various machines, were mainly mentioned in the literature provided by different manufacturing companies. In addition, experts advice was also sought, whenever and wherever found necessary. Behavioural and other soft skills required for workers were discussed and finalized in regular monthly meetings.

Preparing Training Calendar

The training calendar was generally designed in the beginning of every financial year in consultation with the senior managers and also in discussion with the managers and supervisors in monthly meetings. Some times, corporate office issued suggestions in this regard if found necessary. After getting approval to training calendar
from the senior managers or from corporate heads, it was the responsibility of HR section to implement it in every month. In case of difficulties in implementation, HR manager had to discuss with seniors or put up in monthly meetings.

**Review of evaluation sheets**

Evaluation sheets filled in by the participants at the end of each training program were always reviewed and if certain useful and constructive suggestions were noticed they were followed with the prior approval of concerned authorities or put up in monthly meetings if found necessary.

**Effectiveness of training programs**

The effectiveness of training programs was measured by different ways by the organizations, as mentioned below:

1. Through individual performance.
2. Change in attitudes.
3. Change in interpersonal relations.
4. Improvement in attendance.
5. Active participation in different meetings
6. Reduction of wastages at bottom level.
7. Use of proper safety devices at appropriate time.

After going through performance reports of workers, some members were of the view that change in attitudes and interpersonal relations
being a very slow process, HR manager had to repeat these programs with time intervals.

**Communicating training needs to HR department**

The heads of different shops communicated their training needs in monthly meetings and also through individual contacts if needed. But it was regarded to be the job of HR manager to keep record as it is the base of designing programs in future in prior consultation with the senior authorities.

**Enhancing team spirit and productivity standard**

The common view was that training programs were definitely useful to enhance team spirit at shop level. Further, these were very helpful to improve quality standard of the products. In meetings it was also noticed that every one was anxious to put up their views on this topic. It was mentioned that team building was value collaboration where thinking, planning, decision and actions were always taken together to achieve better results. Hence more programs were regarded essential on this topic.

**Outsourcing of training activity**

The seniors reported that this point was not taken for discussion in any of the companies under survey. This means there was a strong and cemented belief that training was basically an activity to be undertaken by the organisation as per its specific needs.
Support of training programs for personality development

The general views of supervisors and managers on this issue is that training programs do help to develop personality of participants provided they take interest and also remain attentive in the classes. Another major comment is that whatever they learn in such classes, they must practice in their daily routine, then only positive impact is possible. Another view is that the trainers teaching skills carry lot of importance for effectiveness of the programs. One of the senior executives mentioned that if attitudes of participants are properly molded in such programs there can be positive impact on the personality of participants.

It can thus be concluded that training programs are helpful for all round development of workers at individual and corporate level, and the result can be seen in their approach towards work and improved quality of work life.

8.3 Testing the hypotheses

8.3.1 Hypothesis 1: Employees believe that training leads to development of competencies.

Part B of the questionnaire covers the first hypothesis. The opinions of respondents regarding this are analysed in Part B of Chapter 7.

Table B.1.1 clearly denotes that a thumping majority of respondent trainees (74.9%) believe that training leads to improvement in performance.
Table B.3.1 shows that 75.2% respondent trainees felt that training was highly necessary and the cost of training was justified. A good majority has opined that recurring expenses of training were essential in view of its usefulness, as denoted in table B.4.1

Table B.5.1 indicates expectations of respondents in developing competencies. The expectations varied widely. Majority of respondents expect training to result in positive change in perception, improvement in process working and positive change in interaction with colleagues.

The above points show that the trainees look at training positively and expect to gain from it, which in turn in expected to result in better performance in their work. This clearly proves the hypothesis that employees believe that training leads to development of competences.

When employees have such belief, they are likely to attend training programs sincerely, try to develop right attitude and improve their skills. The success of training is greatly ensured when trainees attend the sessions with such positive approach.

8.3.2 Hypothesis 2 : Employees feel satisfied about conduct of training programs.

Part C of the questionnaire aimed at testing this hypothesis. Respondents have expressed their opinions on various aspects of training after conclusion of the program.
Table C.1.1 shows that 90.4 respondents have expressed their satisfaction about the fact that the objectives set for the training were achieved.

Table C.2.1 to C.2.5 clearly indicate that 62.3% respondents found the training programs to be highly interesting, 68.9% reported that it was very practical, 66% denoted that the contents covered in training were extremely clear, 70.8% regarded training sessions as very much important and 65.7% reported that training given in the sessions was highly relevant to the actual work handled by them.

Table C.3.1 shows that 97.9% trainee-respondents regard training to have added to their knowledge base in a satisfactory manner.

Tables in the sections from C.4 to C.7 are related with opinions of trainees regarding nitty-grities of actual conduct of the training programs. 86.5% respondents found the pace of the course to be right, 98.1% reported that the contents were clear, 80.7% trainees found the sessions to be practical and relevant to the job situations, 95.0% expressed their satisfaction about the coverage of the topic.

Further, it can be seen from Tables under the point C.8 in the analysis that 54.6% respondents feel that participation in training programs results in development of competencies to a great extent, while 45.%% regard the development to some extent. Only 1.6% have opined that training develops competencies only to a little extent.
On the basis of the above points, hypothesis no.2 that employees feel satisfied about conduct of training programs is proved.

8.3.3 Hypothesis 3: Employees regard case studies as an effective method of training.

This hypothesis relates to the effectiveness of case studies as a method of training in comparison with other methods adopted by trainers in various sessions.

The responses show that all the methods were regarded highly effective by majority of trainees. The percentage of respondents who highly favour each of the methods in given below: Lectures 63%, Group Discussion 53.9%, Role plays 62.8%, Case studies 59.1%, Brain storming 55.7%, Video films 64.9% and handout 52.2%.

The scaling applied to the responses as shown under C.9 shows that the traditional lecture method tops the list regarding effectiveness, while case studies is third in the list.

It can thus be said that trainee respondents regard case studies as an effective method of training, and the hypothesis stands proved. However, it is not regarded to be the most effective method.

It also shows the organisations covered by the study take due case in inviting experienced and talented trainers to deliver training by using lecture method. Use of audiovisual aids is also found to be effective. The methods where the trainees have to think, contribute and
participate, though regarded effective, have occupied lower positions in the list of methods.

**8.3.4 Hypothesis 4**: The evaluation by superiors denotes that training has led to development of competencies of the employees.

Part D of the questionnaire sought the observation of senior officers / supervisors regarding the effect of training on the operators. Their evaluation on various parameters in analysed under D1 to D11 in chapter 7. These are summarized below:

Respondents have observed positive change in perception to a great extent in respect of 64.6% trainees. The supervisors have opined that trainee’s involvement in team work had improved to a great extent in respect of 61.6% operators. 62.8% trainee operators had started applying innovative ideas at workplace. Maintaining time schedules was another important aspect, where 56.2% trainees showed great improvement in the opinion of supervisors, while in case of 37.2% operators it was to some extent.

Training improved listening skills of 64.4% operators to a great extent as observed by supervisors. While in case of 55.9% of trainees vertical and horizontal communication had become effective in a substantial way. Training had greatly improved positive interaction with colleagues in respect of 64.9% operators.

Supervisors observed that proper maintenance of 5 S schedule was done by 67% of the operators. Use of safety tools had improved to a
great extent in respect of 69.7% of them. Process quality was observed to have substantially improved according to the supervisors in respect of 60.7% of operators. On the whole supervisors observed that the required competencies were improved to a great extent among 62.2% operators during the post training period.

The points earned by these parameters according to scaling method also denoted that training had improved the various competencies to a great extent. This evaluation by supervisors must be considered important as it is done after observing the operators in their day to day work for a substantial time.

The researcher has taken interviews of the personnel in top management, the training managers and the senior officers / supervisors. Their views are analysed in point no. 7.5 in chapter 7. The analysis confirms the opinions expressed by the supervisors under Part D of the questionnaire. According to all these respondents, training activity in these organisations is fruitful in developing the trainees to suit the attitude and skill requirements of their organization and give it a competitive edge.

All the above points prove the hypothesis that evaluation by superiors denotes that training has led to development of competencies of the employees.
8.4 Recommendations

As the present research project is limited to the four manufacturing units in Pune, the researcher came in contact with several senior executives, managers, supervisors and even operators from whom he could learn several lessons in the field of training and development. During his visits to the classes he observed the integrity, honesty and devotion in the working of senior executives, HR managers, internal and outside trainers and even in administrative staff members. Every where impressive team work with mutual understanding was noticed. But still in few occasions certain lacuna and omissions were noticed in the day to day working in training classes. Hence efforts are made below to point out few of them for necessary improvement in future.

8.4.1 Trainers :- Trainers are generally of two types. 1. Internal trainers, 2. outside trainers. The main base of trainer is his rich wide experience in the related field and their knowledge in the topic to be covered in the class. More over their presentation skills are also equally important.

Before conducting class the trainer should do certain home work. He should also quote examples for supporting his contention from the same organization. At the end of his lecture, it would be better if he summarizes the points for proper understanding of the participants.

The trainer is also expected to use simple language, while teaching specially in the operators classes. In such programs of operators the
language used is either Marathi or Hindi. Hence they should try to avoid English language as far as possible. In group discussion class the papers for discussion should be distributed in the beginning so that participants should get sufficient time for reading. Outside trainers should send their papers to training department at least one day before the session so that department gets sufficient time to take further action.

8.4.2 Training Managers :- The training managers job is little bit complicated. Once the training program is announced a lot of planning is essential. He has to check up the sitting arrangements in the class room, notes to be distributed and also the teaching instruments to be used in the class. His major job is to keep in touch with the heads of different shops from where the candidates are to be relieved for training. The most important point is in emergency, if the lecturer is unable to report in time, he should be able to conduct the class and cover the topic as per schedule.

If outside consultant/ lecturer is scheduled to conduct the session, the training manager should take precaution to remind him one day before. It is very essential to keep the copies of evaluation sheets ready before starting the last session so that time should not be wasted. He should ensure that all participants answer all questions mentioned in the evaluation sheets. After the program is over the training manager is expected to go through the evaluation sheets collected and note the useful and practical suggestions made by the
participants. He is also expected to submit the summary of suggestions to higher authorities.

8.4.3 Empowering HR manager :- The researcher in his routine contacts observed that the HR manager is required to consult higher authorities in routine trifle matters related with the training programs. In such cases he should be empowered to take certain minor decisions in his allotted jobs to save his time and energy.

8.4.4 Disturbing candidates :- In several classes it is observed that when sessions are going on, candidates are disturbed, by the respective shops authorities for certain urgent consultation. In exceptional emergencies it may be excused but it should not become routine matter.

8.4.5 Involving Unions in training process :- It is the general impression that union office bearers are keeping themselves aloof from training field under the presumption that they are not at all concerned with it. As a matter of fact their total involvement in training activity would definitely lead to develop positive understanding between management and union for maintaining sound and healthy work culture in the organization. Hence, union office bearers should be involved in planning and feedback meetings of training of workers to ensure that they are aware of the efforts taken for overall and job related development of employees.
8.4.6 Improving effectiveness of Training :-

Training programs can be made effective, practical and useful if the following aspects are considered. :-

- Specific training objectives should be outlined as per the type of performance required to achieve organizational goals. An assessment of personal needs and operational requirements will help to determine the specific training needs.

- Training programs should be planned in such a manner, that it is related to trainees’ previous experiences and background.

- A combination of training methods may be attempted so that variety is facilitated.

- The trainees should be given regular, constructive feedback concerning his progress in training and implementation of the newly acquired competencies.

- Common criteria for measuring training programs effectiveness include :-

  1. Content-level, relevance, interest, quality, quantity.
  2. Style-pace, format, accessibility of language, flexibility, interactivity.
  3. Media-readability, variety, clarity, innovative, stimulating.
  4. and finally congruence of all the above with the overall aims and objectives.
8.4.7 Growing importance of learning activity in management

The idea of ‘learning’ was traditionally concerned in the beginning with individuals within a family at different levels, and afterwards in the four walls of schools and colleges. In today’s 21st century however, learning has become more organization-related. This change in approach may be partly because of global competition and technological advances, as well as speedily advancing global knowledge-based economy. All such factors started pressurizing organizations to try to respond more quickly to changing environments. Consequently, organizations are seen to become more as learning organizations to sustain their competitiveness. In other words, the organizations not only try to facilitate learning activity for their employees, but they are also trying to become ‘learners’ themselves. The researcher appreciates this major shift in the approach and attitude of the corporate bodies. But there is a vast difference between two concepts- ‘organizational learning and ‘learning organization’.

Organizational Learning is a process through which key elements of the experiences of individuals and teams are transmitted to the larger organization. It is facilitated through experimentation and communication process of success and failure, along with learning from the external environment and learning from and through the collective wisdom, effective participation and total involvement of the employees.
A learning organization is one that is able to transform itself by acquiring new knowledge, skills and behaviour. In successful learning organizations, learning is continuous, knowledge is shared and learning is supported by culture. Employees are encouraged to think critically, take risks with new ideas, to innovate and be creative. Contributions of all employees are valued.

Peter Senge used these concepts and created the management concept of the learning organization. The researcher feels that the organizations should try to follow the synthesis of learning and training strategies in their day to day working practices to boost up the moral of their respective employees.

8.4.8 Corporate responsibility :-

As a matter of fact training and learning are two sides of the same coin. He senior corporate heads should take lead to motivate senior managers, staff members, and even union office bearers to develop self learning habits by providing all the required equipments and library facilities and encourage new employees to take more and more interest in developing their own skills by attending training programs. Such type of policy would help achieve excellence in their mission in the coming years.

Training policy is always designed at corporate level. But its effective implementation is very important specially at base level. The corporate heads should find out time to guide these base level classes at least once or twice in a month. Their physical presence
in the class for few minutes and personal inquiry of the participants would definitely trigger the participants’ interest in the class, and it would be a great motivation for the operator/participants to involve themselves more and more in the training programs which would ultimately lead for business development.

The researcher came across such experiences not only in the four companies under survey on few occasions, but it has to become a regular practice.

8.4.9 Need to make programs cost effective. :- For any training program the following cost components are unavoidable.

1. Training Costs.
2. Administrative costs.
3. Facilitating costs.
4. Participant costs.

Now after quantifying these variable costs, it is necessary to study and find out to what extent these programs are cost effective. The HR managers were not able to explain in detail on this important issue. Now in each organization cost reduction factor is getting the prime focus in every area. The time demands that priority must be given to study ROI in the training field and cost benefit analysis must be done for taking necessary steps for improvement in future.

Though cost effective factor is important, the basic need is to conduct programs with full missionary zeal. In future no organization can
survive without training activity. In the words of Shri Udai Pareek “In a highly competitive environment, the enduring source of competitive advantage is the ability of organizations to continually generate new advantages. To be skillful at generating new advantages, organizations have to learn, restructure their internal and external relationships, and apply new knowledge and insights to everyday functioning.”

8.5 Dimensions of future research

In today’s global economy, research topic carries tremendous importance. In organisations, in every activity, at each step, at the time of implementation, numerous problems crop up. For resolving those problems, continuous research on several aspects has become the basic need. In this connection HRM which deals with people from beginning to end can not become an exception. In the present century, increasingly more importance is being given to ‘people’ in organizations. This is mainly because organizations are now realizing that human assets are the most important of all assets. Moreover on the background of global competition, the expectations of people are fast changing. It is now being cautiously and consistently realised at corporate level that the people working in organizations contribute much more at all levels than any other resource being used. But the cognizance of their growing importance in the industrial field is not taken at corporate level as expected. The reality is that competent employees do not remain competent forever. Their skills are likely to

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deteriorate and can even become obsolete. That is why organizations spend lakhs of rupees each year on training activity. Here again lies the need of research on such topics.

The present research is restricted to training activity for operators in four large scale manufacturing organizations. The researcher studied the expectations of operator-trainees, how far their expectations were satisfied, and what was the improvement observed in them. During the course of this project, the researcher could identify various areas where effective research can be undertaken.

The dimensions of such future research are as follows. :-

- **Problems of training in medium scale and small scale units**  
  :- The managers in these units are required to face multiple problems like retention of workers, developing them and strategic planning for their growth in future. These units often suffer due to lack of training. Such problem provide scope for research.

- **Study of competency mapping**  
  :- This is a very burning topic at present. The first stage for developing competencies is their proper mapping. It is a very technical and complicated issue. Number of problems are noticed in this field. But unfortunately many management heads have no idea how to solve them. They do not even realize the growing need and importance of competency mapping. Research can be undertaken in this area.
• **Evaluation of shop performance** :- This is again a very important issue. Individual performance review is done everywhere in industries. But in today's competitive age the basic need is to have continuous periodical evaluation of shop performance for the survival and growth of business. In some selected units in Pune this practice is followed rigorously, which can be studied in detail.

• **Impact of ISO** :- ISO certification requires continuous training at all levels. The positive effects of this are seen all over the world. Impact of ISO in changing the focus of training activity can be studied as a research project.

• **Problems of contract workers** :- There is a growing trend to appoint contract workers everywhere in industries. There are so many structural and strategic issues while dealing with them. If they are not settled in time industrial relations get disturbed and there is always confusion and chaos the result of which is culminated to disturb industrial peace. Issues related with contract workers is another topic for conducting research.

• **The changing role of trade unions on the background of global competition** :- In several units, union office bearers are confused in the present juncture as they are not aware of their exact role. When they start to interact with concerned management heads vigorously, they are misunderstood which may lead to split in union. At this juncture, the present need is to teach all union members and leaders their changing role in
all manufacturing and service processes in Indian industries. The changing face of unions and the need to train their office bearers is another area identified for research.

- **Negotiating skills for union leaders** :- Union leaders are lacking required skills in many areas like participation in meetings with management, workers problems solving processes, and most important is how to negotiate with management in their routine agreement meetings. Negotiating with management is not easy job. It requires home work and basic study plant problems. Here lies the growing importance of training programs and related research.

- **Training on finance problems to office staff members** :- In the changing present environment many organizations feel a basic need to organize training programs for their staff members and even for their union activists on several burning issues related with finance. Such programs help them to get acquainted with basic issues related with balance sheet reading, fluctuating share market issues etc. Training need – identification (TNI) for the changing scenario can provide scope for research.

- **Changing habits of staff members and workers** :- It is a very challenging job. No management would get success in this field unless they get active support at all levels. It requires faith, consistency, patience and practice. The basic need for changing habits is to know one’s limitations. If any one is able
to acknowledge his own limitations, he can change himself, he can become better citizen, effective family head and also very responsible active employee. In his famous book, Stephen Covey stressed on this point and advised to look within for self improvement. Experimental research can be carried out for changing the habits.

- **Workers Safety and Health Measures** :- Today, management and unions are mutually taking all precautions to avoid accidents. As a result major accidents rarely occur now but minor accidents do take place many times due to the negligence of workers. But it is observed that new recruits in shops comparatively do take more care while handling machines. In the area of health precaution, management is generally very cautious. Several preventive measures are noticed every where. In Tata Motors yoga classes are conducted regularly. Still emphasis on the organization of training programs in health and safety is very essential which can be undertaken for detailed study.

- **Grievance Handing** :- It is a general belief that grievances are reduced due to continuous training. Workers no longer complain about trifle matters. Research can be undertaken to find out how far this is true.

- **The training for Trainers** :- Many times supervisors and managers in the organization are required to conduct training sessions. Many times they are overburdened by routine work
in their departments, yet they do conduct classes very sincerely. The researcher noticed that they need to learn presentation skills. Many times language used by them is a mixture of English and Hindi or Marathi words. It is observed that they need training in teaching methods. They are having sufficient working experience and fund of knowledge at their credit. But teaching is a specialized skill. It requires practice, interest in learning / teaching and sufficient notice for preparation. Research is needed to know the effectiveness of training imparted to trainers.

8.6 Summing up

The researcher came in association of training programs when he was in the co-operative field in the year 1958. Afterwards when he joined Central Board for Workers Education as Education Officer in 1961, he had to undergo through very rigorous training program in Mumbai for a period of eight months. During that period, Latr.Prof.Punekar of Tata Institute of Social Work Devanar Mumbai in his several lectures stressed the growing importance of training for the employees in industries in the forthcoming years.

While working in the CBWE and in ILO in different capacities at several places in India the researcher got several opportunities to participate in national and international seminars related with training for employees in industries. He could realize that training for employees was very essential for the survival and growth of
industries not only in India but everywhere. Subsequently globalization, privatization and liberalization shifted the approach of employers in several matters. The challenge of global competition compelled them to change their approach towards employees. This changed situation forced them to focus on the training policy to hone the required skills of employees for the growth of business. Since then training programs started growing in industries and this is the prime reason to undertake the research to study the impact of training programs on the competencies of employees.

Now the research project is completed. The final observations of the researcher while dealing with the project in four selected industries are mentioned below. :-

Organization of continuous training programs for employees in the four industries created favourable impact at corporate level, plant level, shop level, union level and last but not the least at individual worker level in the following manner. :-

- **Corporate level** :- The approach of corporate heads towards labour force was liberalized. The importance of training forced them to change the approach. It is now softened to such an extent that in certain occasions they had free discussion with worker leaders on the subjects related with them. The result was the training budget started increasing every year.

- **Plant level** :- Meetings with worker representatives are increased for consultation with related problems. There is a
slow but steady improvement in grievance handling, negotiation processes, problem solving processes. Programs on TQM & TPM created remarkable progress in the area of maintenance, production and productivity, and in 5 “S” system. Programs on health and safety reduced major accidents at zero level.

- **Shop Level** :- Interpersonal relations in between supervisor and workers and also between workers and workers were improved. Quality circle programs made them more cautious about maintaining quality of their products.

- **Union Level** :- In the olden days unions were affiliated with political parties. Now due to continuous training unions prefer to remain independent. But still they require more training in writing accounts, and conducting meetings. The cooperation with management in each area was definitely increased. In many cases the percentage of strikes was at bottom level. The office bearers could realize the impact of globalization on the industries.

- **Individual worker level** :- The new generation workers could realize the importance of education for their personal improvement. Training programs motivated many young generation workers to continue further school and college education by joining evening colleges or schools. They are now also taking keen interest in computer education and education
in other technical fields. As a family head they could understand the basic family responsibilities.

- **The changing face of HRM:** The role of HR manager is now fast changing. Along with basic responsibilities he has to look after the fair working of training programs. Being the main coordinator his active and dynamic role can send the positive signals to corporate heads.

Though contribution of training programs is mentioned above there are other factors which can not be ignored. But the role of training is definitely important.

It was a gratifying experience for the researcher to observe and prove the worth of training activity to which he had devoted lot of energy and precious years of his life.