CHAPTER V

"If you want to plan for a year plant corn; if you want to plan for 30 years plant a tree; but if you want to plan for 100 years plant men"

- Chinese proverb
The protective type of labour welfare was analysed in the previous chapter. Majority of the employees (71%) were highly satisfied regarding the safety, health and work environment (protective labour welfare) measures in their units. Now the major objectives of the study were to find out the promotional type of labour welfare viz.,

- Human Resource Training given to the employees
- Benchmarking which speaks about the functioning of TPM and TQM and
- Job satisfaction of the employees in the sample units.

The first part of this chapter analysis the HRD climate that was prevalent in the units, along with the need and the nature of training. The second part of the chapter brings about the opinion of the sample employees and their levels of satisfaction. As already stated the levels of satisfaction of the employees had been collected through questionnaire supplemented by personal interview. Interview Schedule was also conducted with the HRD departments, and Quality Control departments to get a clear view about the functioning of Module and Cellular manufacturing systems in their units.

5.1. 'IT IS TIME FOR HUMAN RESOURCE':

Since achieving organizations excellence is the primary work of Human Resource, there is solid focus on technology in the sample units. "Technology is like a great mountain peak. It looks different according to the side from which one views it. For one vintage point only a small part may be seen, from another the outlook is a clouded yet we may get a clear view from another side, so each of us
is likely to have a very limited conception of its nature. It is desirable, then to look at technology from various points of view; for in this way we got a less narrow picture". Thus the trends like globalisation and technological innovation are changing the management practices. The basic dimensions of these changes are summarized in the following figure.  

Figure 5.1 Basic dimensions of changes

The International Labour Organisation’s Employment Report of 1998-1999 also speaks in favour of Human Resource Development and Training. “Training is one of the twin pillars on which an integrated HRD strategy must be based, the other pillar being education”. Thus ‘Human Capital’ development has been viewed as engine of economic growth. Integration of the Indian economy with the global economy has led to a shift in the focus to people skills.

To meet these changes, the research units have charted a HR Policy that integrate people’s skills and needs of the organisations.

5.1. (1) HRD CLIMATE IN THE RESEARCH UNITS

The research units believe that the people constitute strength of an organisation. Proactive initiatives have been taken to establish systems that foster performance, transparency and fairness at all levels. The work processes in the organisation were team driven.

The management, as part of the HRD programme had organised to impart training for workmen on new skills and techniques to enhance the usefulness of the existing manpower. The employees on their part participated in the training programme willingly. Only through skill upgradation the workforce could hope to survive in the almost turbulent industrial canvas. The units have their own training center to impart training to the employees.

The working atmosphere is conducive for any employee interested in developing himself by getting new skill. Workers in the study units are encouraged to experiment with new methods. The personnel policies create a cordial atmosphere and facilitate employees to learn new things. On the part of the workers, when training is provided, they take it seriously and try to learn from the programme.

- **TUITION FEE WAIVER FOR COMPUTER COURSES:**

Today's managers armed with various degrees in management cannot create a magic wave to improve productivity, without the total dedication of the workforce. Hence employees are encouraged to develop themselves in the sample units. Besides providing formal training programmes the sample units also reimburse employees for tuitions. Computer education and training were encouraged.

Recognition for goals achieved outstanding team or individual performance, innovative ideas and projects completed are part of the company's people practices. A fee reimbursement plan was available to employees where the tuition fees for courses related to the business were reimbursed.
• INFORMAL COMMUNICATION:

Informal communication too holds pride of place. Coffee talks, for instance, is a favourite channel in the units. Other formal communications through notice board, circular were quite popular. The employees were well equipped with updated information about the company.

• RECOGNITION REWARDS

Rewards are given out for various achievements from length of service to superlative performance. The employees are treated as a matured adult and that there is no boss breaking down their neck. Besides competitive compensation, recognition is an integral part of the sample units. Some of the recognition rewards in Rane group as well as in TVS group companies include a paid holiday, gifts for the employees and his family members etc. Flexible benefits, incentive for attendances, informal and encouraging quality of work life had made corporative a cool place for the employees.

• DEVELOPMENT AND LEARNING:

In an average 30 hours per month on job related training and equal amount was spent on soft skills such as managerial ability. 80% of the employees have been given reimbursement of job related courses and reimbursed 100% of the cost regarding technical courses and computer courses.

The units believed that the employees could be developed since they had capabilities and the provision of opportunities for learning can certainly develop them. They also believe that HRD is a long-term investment and it is providing possibilities for training. It is not merely classroom training as it was understood in the past. Motivating people to learn is as important as providing training. Hence the units have introduced ‘module’ and ‘cellular’ system of manufacturing.

3 Appendix D. Interview Schedule, part I, statement no. 3
4 Ibid — Interview Schedule, part I, statement no. 4)
‘Module’ and ‘cellular’ system: The system of group
“cell” and “module” were widely used in the study units to promote
teamwork and team spirit. It was common in all the study units that they
have created a culture of knowledge sharing and are endeavouring to make
it a way of life. Individual achievements and attainments of team
objectives have been interlinked.

GROUP: A group of machines assigned to manufacture a group of
components that will have similarity of operation with a designated inputs
and a designated output will be called a Group. Training of operatives on
multi-machine operation with multi-skill will also form a part of Group.
Ultimately Groups will be converted into Cells.

CELLS: Components of similarity of operation re-grouped together are:
machined with a set of machines. This focused manufacturing facility with
a designated input and designated output is called a Cell. In this, a group
of operatives will work on multi-machines with multi-skills. Machines
will be laid out to facilitate single piece flow and multi-machine operation.
Cells will be a part of Module during Module formation stage and once
the modules are completed.

SUB MODULE: A group of sub assemblies will be manufactured in sub
modules from raw material to sub assembly cell through number of cells.
The cells will feed components to the sub assembly cell of the module in a
balanced way and output of the sub module will be measured by output of
sub assemblies or products made by the sub module.

MODULE: A group of end product/assemblies will be manufactured in
modules from raw material to assembly through number of cells. The cells
will feed components to the assembly of the module in a balanced way.

Appendix 5.1. Module & Cellular system in the units.
and output of the module will be measured by output of assemblies or products made by the module. The Module/Cell is formed by providing all the facilities, men, machine with proper method based on the manual work content and the machine cycle time to meet the Design quantity.

Cellular Manufacturing System in LUCAS TVS and its group organizations like Wheels India, Brakes India, Sundaram Fasteners Limited, Sundaram Clayton and Sundaram Brake Lining was to improve shop floor efficiency in manufacturing. Its shop floor is structured into 'product units' with 'Cells' focused on achieving maximum customer satisfaction.

Responsibility of quality, maintenance, materials and manufacturing engineering is with the product units and they use techniques like single piece flow, 'just in time', multi-purpose handling, quick change tooling, maker control, visual control etc. This system has helped TVS group of the companies to improve response time and has raised its standards on quality, productivity, reliability and flexibility.

In a conventional manufacturing system, machining, turning, boring and other activities are grouped individually. Companies move from section to section for each activity, till they reach the final assembly point. In this system, one has to manufacture large quantities and maintain high inventory levels at both raw material and finished goods ends. Costs and time involved are high.

In the 'Cellular' manufacturing system, activity is centered around product groups. Each cell has a complete range of manufacturing activity, which allows quick flow of parts and components. This decreases turnaround time and response to orders is quicker. "The Japanese call it "Just in Time". We have adapted and devised our own system based on this, to suit our manufacturing conditions. Consequently we have cut down on inventory levels, manufacturing time and
delivery schedules. What used to take a month, now takes less than a week.’” — said one of the supervisors of TVS group.  

5.1. 2) TRAINING A SUB SYSTEM OF HRD

Much efforts are paid for education and training in the sample units. All the members in organizations are trained on ‘Quality Control’, ‘Product Technology’ and ‘Productive Maintenance’. Education and training on quality control are performed by four different levels such as Top Management, Middle Management, Staff, Foreman and employees.

Quality circles were created to perform quality control activities within the shop floor to which they belong. Quality circle is a small group consisting of 5 or 8 persons to perform quality control activities in the organization.

To improve the quality of the product, to reduce scrap and to improve productivity along with the modern technology, all types of employees need ‘training’. If Sundram Fasteners Limited has received the national Award 2000 from the National Productivity Council, it was possible because of the training given to their employees. LUCS TVS, Rane (Madras) Ltd., Sundram Clayton, Sundram Brakes Lining have all been awarded ISO 9000 quality certification and other awards like ‘Deming award’, & ‘General Motors Suppliers’ award’.  

All these could be possible due to proper training given to the different categories of employees – such as at shop floors, at engineering departments at administrative officers etc.

- **In House Education and Training:**

Since employees are the strategic assets of the 21st century and the job is dependent on the knowledge, it is the interaction with HR training that really clinches the deal. The sample units, namely TVS group and Rane group were known for its dedicated employee community. The managements use Small

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7 Appendix 5.2. SFL gets GM Suppliers’ Award
Group Activity (SGA) to maintain employee involvement and participation. To improve the quality of manpower the company runs a well-equipped training center consisting of a Product Knowledge Center and a Multi Skill Workshop. Individual skills are tuned through specialized courses within the country and abroad.

The sample units have an in-house Engineering for the design and development of new products to meet the demands of the Indian automobile industry. The constant updating of technology has helped the sample units respond to changing customer needs swiftly, effectively and consistently.

It is interesting to note that 60% of the turnover comes from the new products developed by TVS. It has invested heavily in laboratories, machine tools testing and measuring equipments, prototype shop and computer aided design facilities.

All these achievements were possible due to training given to the employees for a period of 6 months in the initial stage and then whenever needed, need based training will be given through out their services. After completing 6 months minimum training period, the employees will be appointed on permanent basis along with additional incentive payment.

The employees of Rane have participated in the training programs conducted by Rane Institute of Employee Development (RIED). The company works closely with RIED in developing modern training modules relevant to the upcoming types of markets and technologies.

The cellular, module system of manufacturing productivity linked cum performance system were possible due to updated training given to the employees. As already explained the functioning of module system in the units speak about the nature of training received by the employees.

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8 Appendix 5.3. Inhouse Engineering Centre for TVS
9 Appendix 5.4. RIED for Rane employees
- **Training for all & types of skill**

In the sample units value based training programs were given to different levels of employees as shown in the following figure.

**Figure 5.2 Value based training programs**

<table>
<thead>
<tr>
<th>Shop level Employees</th>
<th>Supervisors</th>
<th>Executives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personality development</td>
<td>1. Module II (communication, creativity &amp; counseling)</td>
<td>1. Self managing leadership</td>
</tr>
<tr>
<td>2. Team building</td>
<td>2. Industrial relation</td>
<td>3. Quality Circle Concepts</td>
</tr>
</tbody>
</table>

The above mentioned sample programs have the objectives of creating values for leadership, teamwork, organizational development, quality concepts and human resources development.

- The researcher also listed 15 types of skill and the same has been incorporated in the interview schedule to find out the skill to be acquired through training for the various levels of employees. They are, (1) Orientation, (2) safety, environment etc., (3) professional and technical skills, (4) computers, (5) communication, (6) leadership and management of people (7) economic and business management (8) corporate strategies and policies (9) industrial relation (10) languages (11) new vocation (12) strategic planning (13) marketing (14) problem solving (15) customer service and quality.

In all the units, to improve socialization, the management emphasis orientation training. Employee orientation training provides new employees with

1 Appendix D- Interview Schedule (7th question)
basic background information about the employer, information they need to perform their job satisfactorily etc. In the sample units the emphasis on the skills, mentioned above, for various levels is illustrated in the table.

Table 5.1: Fifteen types of skill for various levels of employees.  

<table>
<thead>
<tr>
<th>Officials</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Management</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Management</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shop Level</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semi &amp; Unskilled</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

In recent years, measures to harness the creativity of the bottom level people to solve quality problems through forums similar to quality circles have been adopted in all the units.

The types of quality training for the various levels in the sample units are,

- At lower levels, to avoid minor problems
- At supervisory and middle management levels to deliver quality products
- At top management level, to evolve quality policy and strategy for national and international market.

11 Appendix D, Interview Schedule, Part I, statement no. 5.
• **Good educational programs**

Good educational programs for workers have been conducted in the study units frequently to minimize shop-floor level problems by providing them better understanding of procedures and systems that exist in the workplace for redressal of grievances. This would be advantageous for the organization as minor problems at shop floor are many a times manifestation of growing discontent among industrial workers. The units were allotting reasonable amount towards Research and Development. The following table gives a picture about the amount spent on Research and Development.

**Table 5.2 Expenditure on Research and Development**

<table>
<thead>
<tr>
<th>Units</th>
<th>% Of total Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rane (Madras) Limited</td>
<td>0.73</td>
</tr>
<tr>
<td>Rane Engine Valves</td>
<td>0.54</td>
</tr>
<tr>
<td>Lucas Tvs</td>
<td>1.38</td>
</tr>
<tr>
<td>Brakes India</td>
<td>1.36</td>
</tr>
<tr>
<td>Wheels India</td>
<td>0.38</td>
</tr>
<tr>
<td>Sundram Fasteners Limited</td>
<td>0.25</td>
</tr>
<tr>
<td>Sundram Clayton</td>
<td>0.96</td>
</tr>
<tr>
<td>Sundram Brakes Listing</td>
<td>0.85</td>
</tr>
</tbody>
</table>

Source—compiled from the secondary data of the study units.

The TVS group of units spends an average of 4% of its turnover on Research and Development compared to the industry average of 0.4%. (as already stated in chapter III, page no.64)
5.2. IMPACT OF TRAINING: 

Several useful impact of training has been listed in the Interview schedule; out of 10 points, the Human Resource Department and Quality Control/maintenance departments ticked the following six as the real impact of training in their units.

- Improvement in worker's behaviour with their co-workers and supervisors
- Increased interest in suggestion scheme
- Workers became more competent and committed to their jobs.
- There was greater cooperation, coordination and collaboration;
- There was better communication in the organization
- Organisation had achieved new heights in terms of productivity and profit.

5.3. LEVEL OF SATISFACTION REGARDING H.R. TRAINING:

To find out training practices and the level of satisfaction the employees derived from the training, questionnaire (Appendix A) was circulated among the employees. As already mentioned in the chapter on Research Design, the employees of the sample units were categorized as Direct and Indirect employees.

An employee without training is like a sitting duck. Training is, therefore, a continuous exercise – from entry to job till retirement. It is need based, dynamic, well planned, management supported and for everyone. Some important aspects of training have been stated in the questionnaire to find out the opinion of the employees.

In order to find out the relevance of the 10 important training practices like training a continuous process, training need based etc., a survey was

12 Appendix D, Interview Schedule, Part I, question No. 8.
conducted in the sample units. The results are given in the following table and the same has been represented in the bar diagram.

Table 5.3 opinions of the employees about the nature of Training needed

<table>
<thead>
<tr>
<th>Nature of Training</th>
<th>Direct Employees</th>
<th>%</th>
<th>Indirect Employees</th>
<th>%</th>
<th>Total no. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A continuous</td>
<td>16</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need based</td>
<td>60</td>
<td>16</td>
<td>30</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>For every one</td>
<td>93</td>
<td>25</td>
<td>53</td>
<td>26</td>
<td>146</td>
</tr>
<tr>
<td>Dynamic phenomenon</td>
<td>18</td>
<td>5</td>
<td>12</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>A Planned affair</td>
<td>37</td>
<td>10</td>
<td>18</td>
<td>9</td>
<td>55</td>
</tr>
<tr>
<td>A Corollary to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>change</td>
<td>37</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>57</td>
</tr>
<tr>
<td>For competence</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>For practice</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>oriented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made in testing</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Backed with</td>
<td>97</td>
<td>26</td>
<td>50</td>
<td>25</td>
<td>147</td>
</tr>
<tr>
<td>incentive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total respondents</td>
<td>374</td>
<td>100</td>
<td>202</td>
<td>100</td>
<td>576</td>
</tr>
</tbody>
</table>

Index A, Questionnaire I.

119
The employees’ opinion regarding ‘the nature of training needed’ has been summed up below:

* **TRAINING - A CONTINUOUS PROCESS**

Training starts from the time of recruitment and goes on till the retirement. 4% of the direct employees and 3% of the indirect employees have strongly favoured training as a continuous process.
• TRAINING- NEED BASED:

According to some of the sample employees training is planned as per the perceived need. The likely equipment production, technological advancement and future global scenario are the main determination. 16% of the direct employees and 15% of the indirect employees of the study units simply agree with the need-based training.

• TRAINING- FOR EVERYONE:

Some of the sample employees feel that training should be imparted for everyone right from the management down to the employees at shop floor level. 25% of the direct and 26% of the indirect employees feel that training provision should be for everyone since for them training should be imparted to develop perfection in one's work.

• TRAINING- A DYNAMIC PHENOMENON:

Training keeps on changing to cater for the varying needs of the manufacturing and other industries. 5% and 6% of direct and indirect employees of training respectively agree with the dynamic characteristics of training.

• TRAINING— A PLANNED AFFAIR:

37 direct employees out of 374 (10%) and 18 indirect employees out of 202 (9%) have the opinion that training is not fluke or chance, but a well-planned and coordinated affair. The planning should be done by the management keeping in view the arising of needs, availability of trainees, training and other resources besides their post-training utilization.

• TRAINING— A COROLLARY TO CHANGE:

Training is a catalyst of change – a change from old to new, a change from outdated to update. Whether this change is of equipment technology, procedures or culture, training is required for smooth transition from confrontation to construction. 10% of direct and indirect employees of sample units had this
opinion since for them change is inevitable and so, for coping up with it, continuous training is the right strategy for the company

- **TRAINING - FOR COMPETENCE AND COMPETITION**

  1% of the direct employees and 2% of the indirect employees had the opinion that training should be conceptualized to make the employees competent with best of the world. Through the training the employees would become competitive with latest knowledge, tools and techniques.

- **TRAINING - PRACTICE ORIENTED**

  The management can give more emphasis to "On the job" practice rather than the "class room talk". 2% of both the categories of employees had the opinion that trainees should be adequately allowed to operate and repair the machines and other equipments. Whatever they learn in the class may be allowed to practice in the organisation.

- **TRAINING MADE INTERESTING**

  To create an interest in training programme is an interest aspect, which cannot be ignored. This was the opinion of 1% of the direct and 2% of the indirect employees of the sample units.

- **TRAINING-BACKED WITH INCENTIVE**

  26% of the direct employees and 25% of the indirect employees were of the opinion that all training course in the company are to be designed with incentives, like cash award, giving medals etc., for excellence. For them the incentive helps the employees to be attentive during the training courses, to put their best and develop a sense of competition and achievement.
5.4. CHALLENGES TO TRAINING\textsuperscript{14}

Like any other organization, training in auto component units too was confronted with its own set of challenges, both internally and externally. Some of the major challenges pointed out by the HR departments of the sample units were:

Massive training needs.

Resource crunch

Higher cost of training

Rapid technological advances

They were unanimous regarding the challenges faced by the units in implementing the training programme. They were not for the statement given in the schedule regarding mismatch by the training and actual work. They were of the opinion that massive needs were the major challenge to be dealt by the organisations in the context of global competition and structural adjustment programme.

Magic is no miracle. Much hard work still underlies its trick. This is also true in business organizations. Just as there is a method in magic, there is also a method in bringing about the peaceful industrial relation and strong human resources. The research units were successful in strengthening and building 'trust' between employees and management, which is the major objective of social dialogue. This involved

(a) openness in sharing information

(b) constant communication

(c) emphasis in safety at workplace

(d) thrust on worker's training for attitude building and also for skill development

\textsuperscript{14} Appendix D. Interview schedule Part I, 6th question
In order to meet massive training needs of the employees coupled with resource crunch and cope up with rapid technological advances, the units have its own 'in house training' as in the case of TVS group of companies and 'RIED' in the case of Rane group of companies as discussed earlier.

5.5. LEVELS OF SATISFACTION OF THE EMPLOYEES:

Now the objective of the researcher is to find out the level of satisfaction of the employees in the sample units regarding training given in their units. For this purpose questionnaire was issued as mentioned earlier.

The respondents were asked to indicate their relevance of each dimension to the practice of H.R. on a 5-point scale, ranging from highly satisfied (score point 5) to highly dissatisfied (score 1)

The satisfaction of the employees regarding training given in their units may be analysed on the basis of ten important factors as mentioned in the questionnaire I. (Appendix A)

As per Likert 5 point scale scoring pattern the maximum score for an individual was 50 points and the minimum was 10 points. The individual score varies from 26 to 44. The respondents were classified into three categories viz., high, medium and low levels of satisfaction according to their individual scores.

26 points to 32 points Low level of satisfaction
32 points to 38 points Medium level
38 points to 44 points high level

The following table shows the satisfaction level of the employees in the sample units.
### Table No. 5.4. Levels of satisfaction - H.R. Training

<table>
<thead>
<tr>
<th>Category of employees</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>75</td>
<td>243</td>
<td>56</td>
<td>374</td>
</tr>
<tr>
<td>(20%)</td>
<td>(65%)</td>
<td>(15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect</td>
<td>42</td>
<td>129</td>
<td>31</td>
<td>202</td>
</tr>
<tr>
<td>(21%)</td>
<td>(64%)</td>
<td>(18%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>117</td>
<td>372</td>
<td>82</td>
<td>576</td>
</tr>
<tr>
<td>(20%)</td>
<td>(65%)</td>
<td>(15%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Bar diagramme - 5.2. Human Resource Training

**Levles of satisfaction - DIRECT EMPLOYEES**

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>232</td>
</tr>
<tr>
<td>Medium</td>
<td>552</td>
</tr>
<tr>
<td>Low</td>
<td>152</td>
</tr>
</tbody>
</table>

*Note: The bar diagram shows the distribution of satisfaction levels among direct employees.*
Thus there was no significant difference between direct and indirect employees in their levels of satisfaction. This convergence of satisfaction was there throughout the analysis. The correlation between age, service of the employees and their levels of satisfaction do exhibit the same picture.

5.6. HYPOTHESES:

Null hypothesis was formed to analyse the satisfaction of workers regarding HR training, i.e., "there is no significant difference between direct and indirect employees in their levels of satisfaction". The above table, 5.4 speaks about the level of satisfaction on the part of both the direct employees and indirect employees. The same had been shown in the bar diagramme, 5.2 and 5.3.

This hypothesis was tested with the help of Chi-Square Test.
Level of satisfaction between direct and indirect employees using chi-square test has been presented in the following table.

**Table 5.5. Results of the Chi-Square Test**

<table>
<thead>
<tr>
<th>N</th>
<th>Test statistic Value</th>
<th>df</th>
<th>Critical value at 5% level Of significance</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>576</td>
<td>0.04937</td>
<td>2</td>
<td>5.991</td>
<td>Level of satisfaction between direct and indirect employees are independent</td>
</tr>
</tbody>
</table>

Table value = 5.991

Since calculated value is less than table value the hypothesis was not rejected. Thus the convergence of satisfaction was there between direct employees and indirect employees regarding human resource training given in their units. The task before the management could be to take up steps to boost up the satisfaction level from medium to high level for both the types of employees.

- Employees, age and their levels of satisfaction

The other hypothesis, that is, “There was no significant association between employees’ age and their levels of satisfaction” was proved with the help of Correlation analysis.

The analysis revealed that there was low correlation. The following table brings the relation between the age of the sample employees and their levels of satisfaction.
Table 5.6 Age and the levels of satisfaction regarding HR training

<table>
<thead>
<tr>
<th>Age</th>
<th>High level</th>
<th>Medium level</th>
<th>Low level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 25</td>
<td>3</td>
<td>27</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>25-30</td>
<td>14</td>
<td>26</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>30-35</td>
<td>12</td>
<td>32</td>
<td>8</td>
<td>52</td>
</tr>
<tr>
<td>35-40</td>
<td>32</td>
<td>159</td>
<td>8</td>
<td>199</td>
</tr>
<tr>
<td>40-45</td>
<td>15</td>
<td>51</td>
<td>15</td>
<td>81</td>
</tr>
<tr>
<td>45-50</td>
<td>26</td>
<td>36</td>
<td>14</td>
<td>76</td>
</tr>
<tr>
<td>50-55</td>
<td>15</td>
<td>41</td>
<td>31</td>
<td>87</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>372</td>
<td>87</td>
<td>576</td>
</tr>
</tbody>
</table>

Correlation \( r = \frac{(\sum xy - \sum x \sum y)}{\sqrt{\left(\sum x^2 - (\sum x)^2\right)\left(\sum y^2 - (\sum y)^2\right)}} \)

Correlation = 0.0441

Thus there is low correlation between employees’ age and their levels of satisfaction.

- Employees, service and their levels of satisfaction

Similarly, “there was no significant association between service of the employees and their levels of satisfaction.” This is shown in the following table.
Table 5.7 Service and the levels of satisfaction regarding H.R. Training

<table>
<thead>
<tr>
<th>Service</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;5</td>
<td>4</td>
<td>28</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td>5-10</td>
<td>16</td>
<td>28</td>
<td>7</td>
<td>51</td>
</tr>
<tr>
<td>10-15</td>
<td>12</td>
<td>149</td>
<td>10</td>
<td>171</td>
</tr>
<tr>
<td>15-20</td>
<td>11</td>
<td>58</td>
<td>9</td>
<td>78</td>
</tr>
<tr>
<td>20-25</td>
<td>16</td>
<td>57</td>
<td>14</td>
<td>87</td>
</tr>
<tr>
<td>25-30</td>
<td>24</td>
<td>41</td>
<td>26</td>
<td>91</td>
</tr>
<tr>
<td>&lt;30</td>
<td>34</td>
<td>11</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>372</td>
<td>87</td>
<td>576</td>
</tr>
</tbody>
</table>

Correlation between service and the level of satisfaction = 0.0644

- “Better H.R. will promote better I.R.”

The other hypothesis of the study as already stated was, Human Resource development will Promote Industrial Relation. This was proved from the Primary its—questionnaire and the Interview Schedule using the simple tool of Percentage.

The industrial relation climate refers to a set of variables that represents the norms and views on attitudes towards relationship amongst the actors of IR, that is, the management and workers at a work place. This was proved in the sample
units since the employees of the units felt that they had good IR with the organization promoted by better HR policy.

For the last 10 years there were no strike, no misunderstandings between the labour and management in all the 8 units. The officials in the H.R. departments and Quality Control departments were of the opinion that H.R.D would promote the multiskill of the employees and thereby would bring in better teamwork and positive work culture. This would help the units to compete globally. Interestingly the opinion was unanimous.\textsuperscript{15}

For the question whether H.R. will promote IR., 96% of the employees were in affirmative denoting that Human Resource Development would promote industrial relation, while 1% of the sample employees had given negative answer and the remaining 3% were not clear about the relationship between those variables.\textsuperscript{16}

The HR concepts like positive work culture,\textsuperscript{17} teamwork, Kaizen etc. have promoted the IR in the sample units. Various sources of information both primary and secondary data have been taken into account while presenting the facts and findings.

"Learn from success" has been the motto of the world today and in tune with that, the concept of benchmarking in terms of TQM, TPM, Cellular and Module manufacturing system have been introduced successfully in the units with the cooperation and involvement of the employees.

Majority of the sample employees (71%) have shown high level of satisfaction regarding protective type of labour welfare measures, i.e., safety, and health and work environment in the previous chapter. Whereas,
for Human Resource Training, 65% of the employees expressed medium level of satisfaction, only 20% for high level of satisfaction, while 15% indicated low level of satisfaction.

- 26% of direct employees and 25% of indirect employees were for incentive cum training programme in the units. For them money was the motivating factor. (Table, 5.3.)

- 30% of the sample employees i.e. 173/576 have the feeling that quantity of training given in the organization is inadequate. Hence developing HRs at all levels of administration is considered to be highly relevant.

On the whole the employees enjoy medium level of satisfaction regarding HR training in their units. Thus full use of HR is an absolute prerequisite for building a healthy work culture where all individuals contribute their maximum for the growth of organization. It involves immediate commitment and involvement on the part of the management.

**VIEW POINTS OF MANAGEMENT:**

The managements of the units felt that workers training programmes have improved healthy industrial relations in the establishment. The HRD and QC departments felt that training and development programme helps remove performance deficiencies in employees.\(^\text{18}\) This is particularly true when,(the opinion cited by them)

- The deficiency is caused by a lack of ability rather than a lack of motivation to perform,

- Supervisors are supportive of the desired behaviours,

- Training makes the employees versatile in operations. All rounder can be transferred to any new jobs. Flexibility is therefore ensured.

\(^{18}\) Appendix D, Interview Schedule, Part I, Statement no.9.
Accidents, scrap and damage to machinery and equipment can be avoided or minimized through training.

Even dissatisfaction, complaints and absenteeism can be reduced if employees are trained well.

Future needs for employees will be met through training and development programmes.

Training is an investment in H.Rs with a promise of better returns in future.

**VIEW POINTS OF WORKERS:**

Majority of the trained workers have the opinion that training has helped them in improving positive attitude among them for rising productivity, disciplined behaviour, sense of responsibility, sense of belongingness and understanding healthy I.Rs. The programmes have developed expression skills and effective participation in bipartite committees.

Workers training programmes have developed interest in their work, sense of saving, safety, cooperation among them and sense of eliminating wastage. The training programmes have also developed democratic values among them.

Some of the trained workers have the opinion that training programmes have developed leadership and decision-making qualities among them and knowledge of labour laws. They also expressed that their work efficiency has also improved and a sense of belongingness was generated among them.

It is in this context, the researcher would like to bring few suggestions – 

Unprecedented changes emerging from the environment pose major challenges to organization the world over. For effective management,
organizations have to evolve internal capabilities and training schemes and policies in HRD, which are an important aspect for the successful development of modern firms.

- Full use of HR is an absolute prerequisite for building a healthy work culture where all individuals contribute their maximum for the growth of organization. Left out employees need to be given training and investment for training could be increased.

- The sample units need, (apart from technical training to impart skills necessary for entry-level job and training for integration into the company philosophy) spiritual training for inculcation of the right attitude among the employees.

- Some of the principles and guidelines if suitably incorporated into the programmes of employees training, better results could be achieved. For instance, importance of physical health could be stressed. The better one's physical health, the greater is the likelihood that the employee will have the initiative and energy to achieve mental health.

- Balanced mixture of work and play learning is to be stressed. Focus need to be given over current situation and positive view of life. If these principles are suitably incorporated in the training programmes through group discussions, lectures, sharing of life experiences and other methods of education and training, it will enrich the workers training more meaningful and purposeful.

Excellence is not a destination but a journey. In the next chapter the journey continues with Benchmarking- the Quality tools of TPM & TQM in the sample units.
Comparative analysis of the viewpoints of management and workers

Before we analyse benchmarking in the units, let us have a quick look at a comparative analysis of the viewpoints of management and the viewpoints of the employees, which could throw light for better industrial relations.

Both the managements and the employees felt that training programmes would improve positive attitude among them for rising responsibility and above all a healthy industrial relation. While for the managements, training programmes removes performance deficiencies in employees; workers felt that training programme develop democratic values among them.

The combined efforts of the management and workers have had a favourable impact on the units in terms of greater efficiency and greater growth. The understanding between management and employees is not seen now as a ‘game’ where one will win and the other lose but as a “mission” for which both will work together.

The level of understanding and trust is great that both the parties realized the need for HR training for better industrial relation in the context of globalisation.