Conclusions
4. Conclusions

A detailed analysis of the results obtained from the questionnaire survey and interviews as given in Tables 3 to 20, leads to the following conclusions and insights:

(i) Though the positive responses to questions relating to morale are the same in the case of both the public and the private sectors as seen from the same average, the consistency of response is uniformly high in public sector as seen from the lower coefficient of variation in this sector.

(ii) In the case of positive responses to questions related to behaviour, both the average and the consistency of response are very good in the case of private sector as seen from the higher average and the lower coefficient of variation in this sector.

(iii) In the case of positive response to questions relating to performance, though the average is the same for both sectors, the consistency of response is slightly high in the case of private sector as seen from the lower coefficient of variation in this sector.
(iv) Though the percentage of positive responses is almost the same in both the sectors as seen from the almost same average, the gain from training in private sector seems to be slightly higher than in the public sector when the consistency measures are considered.

(v) A closer look into the responses other than positive in both sectors (Table 6), reveals that the public sector has got a significantly higher percentage than the private sector.

(vi) While the percentage difference between the public and private sector for responses other than positive in the case of behaviour is negligible, the same in the case of morale and performance is very high and is in favour of the private sector (Table 6).

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>% difference in favour of private sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morale</td>
<td>2.31 %</td>
</tr>
<tr>
<td>Behaviour</td>
<td>0.45 %</td>
</tr>
<tr>
<td>Performance</td>
<td>2.25 %</td>
</tr>
</tbody>
</table>
(vii) Putting public and private sector together, the positive response is 80.19% as seen from Table 7, which is highly significant for the given population.

(viii) Taking the number of persons who have given negative responses ('do not agree', 'not known' and 'no answer') as 100%, the contributing factors for the negative responses which is shown in a cause-and-effect diagram (Figure 6) is given below:

Positive to morale and behaviour only (1) : 11.52%

Positive to behaviour and performance only (2) : 29.74%

Positive to morale and performance only (3) : 24.54%

Negative to morale, behaviour and performance (4) : 13.76%

Positive to morale only (5) : 7.62%

Positive to behaviour only (6) : 4.83%

Positive to performance only (7) : 7.99%

It can be further seen from the diagram that the percentage contribution of 'no benefit' from training in respect of all the above three characteristics namely, morale, behaviour and performance is 13.76%. When bifurcated between
CONTRIBUTING FACTORS FOR NEGATIVE RESPONSES

Positive to morale and behavior only
11.52%

Positive to behavior and performance only
29.74%

Positive to morale and performance only
24.54%

Negative to morale, behavior and performance
13.76%

Positive to morale only
7.62%

Positive to behavior only
4.83%

Positive to performance only
7.99%

FIGURE 6
Public and private sector the following comparison can be made:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Percentage of negative respondents to all the three characteristics on the total negative respondents who have given negative responses to at least one characteristic</th>
<th>Percentage of negative respondents to all the three characteristics on the total negative respondents who have given negative responses to all the characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>9.10</td>
<td>66.21</td>
</tr>
<tr>
<td>Private</td>
<td>4.66</td>
<td>33.79</td>
</tr>
<tr>
<td>Total</td>
<td>13.76</td>
<td>100.00</td>
</tr>
</tbody>
</table>

This points to the conclusion that the major contributor to the 'no benefit category is the public sector.

(ix) The cause and effect analysis on the negative responses points out to an effective future plan to train executives in the different categories. The category in which training may be concentrated and the percentage of executives that need this training can be given as:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Percentage of executives who need training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morale</td>
<td>29.74</td>
</tr>
<tr>
<td>Behaviour</td>
<td>24.54</td>
</tr>
<tr>
<td>Morale, Behaviour &amp; Performance</td>
<td>13.76</td>
</tr>
<tr>
<td>Performance</td>
<td>11.52</td>
</tr>
</tbody>
</table>
Future training plans should, therefore, concentrate on areas that will increase the morale and behaviour of executives.

(x) The top level managers irrespective of their age groups seem to have a high level of job satisfaction and are well settled under their present employers. About one third of the younger age group among the top level managers, however, refer to their immediate boss as 'conservative'.

(xi) The middle level managers, both in the age group below 30 and above 50 do not seem to have good job satisfaction. Also the possibility of their leaving their present employers is fairly high. Their impression about their immediate and top level management is only fairly good.

(xii) When it comes to the junior level managers the job satisfaction level is only satisfactory, the possibility of their leaving their present employers is 'fairly certain' and their assessment of their immediate bosses and the top level management is also not quite positive. Further, the aged among the junior level managers appear to have developed a hostile attitude towards their immediate superiors and top management.
5. An alternative analysis

As seen from the insights and conclusions drawn from the survey, the major contributor to the 'no benefit' category is the public sector undertakings. Public ownership thus seems to be not very conducive to executive morale and behaviour inspite of training and development programmes. It is generally agreed, however, that identical knowledge and skills should lead to identical management processes and problems in running organisations, irrespective of the fact whether they are public owned or private owned. The reasons for the lower impact of training and development programmes observed in public sector undertakings should, therefore, be sought elsewhere. It is possible that training can not be effectively imparted to executives, unless the context in which these training skills are used is duly emphasised and accounted for, in designing and conducting the training programmes. The peculiarities of public sector undertakings (as distinct from the private sector undertakings) have, therefore, to be analysed for such a context before one could explain the reasons for the lower impact of training observed in these undertakings.
The following are perhaps some of the peculiarities of the public sector undertakings:

- they are affected by the politico-administrative system in the country,
- they are inseparable from the country's socio-economic goals,
- they are affected by civil service culture as key decisions are made outside the undertakings,
- they have less managerial freedom due to political interference,
- the performance of executives here are more difficult to measure and finally
- the corporate personality here compromises and professionalism of management is handicapped.

6. Some suggestions.

(i) The implication of the above peculiarities is that the managers of these enterprises are affected by these peculiar problems and circumstances which the managers of private sector do not encounter. These problems and circumstances affect their morale and behaviour considerably. There is, therefore, a special need to impart separate training and development programmes to the managers of public sectors so as to create in them an
awareness of the above peculiarities and how to cope with these peculiarities. These programmes should not merely provide the required knowledge that are usually given in training and development programmes but also the necessary orientation for the distinct culture and ways of the public sector undertakings. A specific suggestion would, therefore, be that the internal training and development programmes may be suitably tailored to meet the specific contextual requirements of these organisations. It does not, however, mean that external programmes should be totally done away with. It is true that internal programmes have the advantage of closely relating training contents to the specific problems and the environment of the organisation. But the chief advantage of external programmes is the cross-fertilisation of ideas that are made possible by interaction with outsiders. The strengthening of the internal programmes should, therefore, be done without prejudice to the role of the external programmes. The alternate framework suggested, however, should not be assumed to seek a clean watertight compartmentalisation between the public and private sectors leading to hindering the mobility of executives between the two sectors and create unnatural barriers between them. The analysis only points out the hard facts that there are differences
between the two sectors, however thin the borderline is, and these differences must be taken into consideration while designing and implementing training programmes for executives. If public sector enterprises are to play a more useful role in the socio-economic transformation of the country the need for effective and competent managers can not be overemphasised.

(ii) Another important point that the training and development personnel should remember is the peculiarities of India. India is an unique country. It simultaneously reveals contrasting attributes. It also exhibits different attributes in different parts of the country. Indians speak differently, eat differently, dress differently and react differently. It is true that there are variations in other countries too. The classic north-south divide exists virtually in every country. In other countries, however, there is a core value with dominant characteristics in terms of overall national cultural pattern though subcultures may exhibit some variations. In India it is difficult to define any such core cultural value. Indians are individualistic. But collectivism also prevails in terms of religion, sects and castes. They exhibit a high power distance. But India is also the largest democracy in
the world. The threshold for uncertainty avoidance is high. Indians live in non-performing infrastructural situations such as telephones, travel, ration availability and the like and miraculously retain their sanity. Yet in certain conditions like business activities, Indians are unable to function in an environment of uncertainty.

All these make Indians a complicated set of people, for whom a transplanted system of training and development programme (whether it is American or European or the Japanese) may not be exactly suitable. Trainers in India should, therefore, not only modify these systems to suit Indian conditions, but also devise several other systems depending upon the several variables so that the nation as a whole achieves success in effective management.

(iii) Finally, it is generally true that the top managements, especially in public sector undertakings, have always been functioning trying to understand the needs of the politicians and bureaucrats and cooperating with them. They have always been staying close to the politicians and bureaucrats, getting to know them and be known by them and anticipating their needs while working with them. It is no doubt sensible for the top managements to know the points of view of politicians and bureaucrats, their values, their
priorities because the problems created by the impact of public undertakings should not become a plaything for these people for their re-election or promotion. But this alone is not enough. They must also act positively and establish themselves as the true representatives of the common good and the spokesmen for the general public. They should not depend on the political process alone to be an integrating force in the national development. Instead they have to become the integrators themselves. They have to think through what the policy should be in the general interest of the society. How the top managements function under the pressures of political and bureaucratic environment go a long way in deciding the morale, behaviour and performance of their executives.

7. A model training programme.

The analysis on question-wise responses (vide page 129) reveal that generally training and development programmes have helped executives to acquire the required knowledge. However, when it comes to imparting the required skills so that the executives are able to transfer their knowledge to appropriate behaviour in their work environment, these programmes have not helped much. In other words, managers do not seem to exhibit their knowledge on the job.
It appears there is a difference between knowledge (in knowing how to do something) and the skill (in doing it at the work environment).

If management is viewed as a collection of skills applied to the task of getting things accomplished through the efforts of people, the following skills can be considered as most important:

* motivating
* delegating
* evaluating performance of subordinates
* setting goals with subordinates
* interviewing
* giving directions/ instructions
* disciplining
* coaching
* counselling
* terminating subordinates
* planning
* clarifying communications
* listening actively
* building self confidence
* handling conflict
* giving positive reinforcement
In line with the suggestions made by Moses (1978) and Green (1985) each of the above skills can be taught in a four hour training programme based on behaviour modelling. This programme may be divided into a teaching segment, a demonstration segment and a practice-feedback segment. In the teaching segment the trainer spends about one hour teaching the trainee managers the contents of a particular skill. This content may be divided into the following parts:

- what is the skill?
- what does it involve?
- why do managers need to know how to use the skill?
- how the skill should be used?

Following the teaching of the content, the trainee managers then view videotapes of the particular skill being used correctly and effectively in several on-the-job situations. After each tape is viewed, the trainer discusses in detail the steps for employing the particular
skill. In the next three hours each trainee is made to practice this skill he has learnt. The trainee chooses an actual situation from his own work environment. The trainee is then videotaped practicing the skill in a role play with other trainees. The trainee views his performance immediately after taping.

After viewing the videotape by which time, other participants complete an evaluation form, the trainee then orally criticises his own performance using the steps taught in the teaching segment. The other trainees contribute their evaluation and the trainer also makes additional comments on aspects which the particular trainee or the other participants overlooked. The purpose of this practice-feedback segment is for each member of the training group to become capable of criticising the skills being demonstrated by other participants. As the evaluation skills of the trainees improve, they become more conscious of what behaviours should be demonstrated. The fewer the comments the trainer makes, the greater the probability that trainees understand the particular skill.

When the practicing trainee does a good job of demonstrating a particular skill, the next trainee is then videotaped demonstrating the skill. In cases where the
trainer feels that a trainee has not performed well, constructive feedback is given and when the trainee indicates an understanding of the improvement needed he is invited to retape the practice segment. Again written and oral feedback are provided.

After all the participants successfully demonstrate the management skill, the feedback sheets are distributed. This prevents the trainees from reading their feedback sheet when they are supposed to be criticising the next trainee. At the end of practice session there should not be any doubt in the trainees' minds that they can perform a particular skill successfully. The trainees not only view themselves successfully performing the skill on television but are also told by others in the group and the trainer that they are successfully performing the skills. They also receive written feedback sheets from each participant and the trainer documenting their success.

It is likely that the first few trainees who practice their newly acquired skill do not perform well. But with each taping, review and critique, subsequent trainees perform the skill better and better. Each trainee attempts to repeat behaviours for which previous trainees received
positive reinforcement and to improve in the areas where constructive feedback was given. As the trainees assume more of the criticising role and as each successive taping improves, modelling and learning take place. When a series of training modules are used, the trainer rotates who participates first, second, third etc., in the practice segment so that each trainee practices both early and late in the session.

In this programme, regardless of whether top, middle, and junior managers are being trained, there will be a natural initial reluctance. This training method, however, is better than many other methods because it is interesting, action oriented and directly applicable to the managers' daily work environment. The biggest benefit of this method is perhaps that it enables trainees to master and refine essential management skills in a classroom, before using them in real work situations. The combined techniques of teaching, demonstrating, practice and feedback bridge the gap between traditional management training programmes and the actual practice of managing.

Each participant leaves the session with a series of skills (one for each four hours of training) that they have demonstrated to fellow trainees and to the trainer. Upon
re-entering their actual work place trainees not only know to manage effectively but they are also ready to be effective managers.

The training method discussed above can also be evaluated. Managers who participated in the above technique can be compared with a control group who have not undergone such a training. The evaluation can be made three months after the trained group has completed their training. This is done in an assessment centre where each of the managers (both trained and untrained) holds a discussion with a specially trained person who plays the role of subordinate. Each manager handles at least three skills in this simulated situation being evaluated on how well he could transfer and apply the training skill he has learnt to situations actually not covered at the training. Neither the person playing the role of the subordinate nor the evaluator knows whether the individual being evaluated has undergone the training or not. From the distribution of the overall performance ratings of the two groups the superior abilities of the trained group can be demonstrated.