

**Chapter- III**  
**HUMAN RESOURCES DEVELOPMENT & TRAINING ISSUES**  
**IN BHEL**

**1. Training & Development**

Training is a must for all categories of employees in all establishments. Trained manpower is the biggest asset to an organization, after the induction of the employee. It is the job of the employer to turn him into a worker who is fully satisfied with his new work conditions. In the very beginning when a worker enters an organization he has numerous question in his mind, the management should try to clarify his doubts and tears. This can be done only by an experienced imaginative and synthetic training department. The training department trusts handle the "raw" worker with a paternalistic hand. It would be grievous suitable to leave the worker to learn everything on his own. The management must oversee all of his activities very attentively. The training dept. should appreciating clarify the visual perspectives of the role assigned to the employees with reasonable clarity and orderly methods. The employee must be clear in his mind what he has to do and to whom he to report and at what time. For this training department must chalk out a written brochure setting out the most pertinent work rules and explaining it's important.

Training could be one of the means used to achieve such improvement, through an effective and efficient use of learning resources.

Employee must be systematically trained if they are to do their jobs well. No matters how carefully men have been selected, or how much aptitude they have for their jobs, systematic training is essential if they are to reach a satisfactory level of job performance. How workers must be taught to do the job correctly, be from the very beginning. A training programmed gives clearly its policies, rules and regulations. The employees get correct first hand impression about their work- environment.

Training aims at helping the employees to learn their jobs and attain desired results/ performance speedily thus cutting costs and contributing to utilization of machines and materials.

It aims at reducing losses; due to waste poor quality product and damage to machinery which would result if an untrained employee were to learn on their own.

It aims at enhancing the employee's motivation and thus enabling them to develop and qualify for higher positions.

## **2. The Qualities of the Trainer**

For the proper training department the competent instructors are to be deputed. Training department must not be considered an offshoot of the personnel department, but it must be handled by an innovative, programmatic and humanist person with open mind and extrovert communicative personality. All the in structures of the training, departments must be experts in human psychology so as gauge the attitudinal dispositions of the new employee and then to mold this new employee according to needs of the organization. No person can be changed drastically by some pre-established training method but every employee needs different types of treatment from the trainer. It is up to the trainees to harness the "real man" hidden in the inner portion of the employee personality. Only those persons must be selected as instructors who are having the following characteristics:

01. Who knows the process, sub-process of the job thoroughly?
02. Who can express their ideas clearly with patient and tactfully manners to the slow learners?
03. Those instructors or persons must be fully aware of the methods of teaching. This includes all the general laws of learning and common maxims governing good teaching, for instance showing how to pack or assemble the particular parts on which they are to work.

### **3. Methods of Training:**

Training methods vary from the organizational organized systems of learning, to more systematic methods of instructions. Learning by work exposure is very costly of instructions. Learning by work exposure is very costly and is not healthy one because mistakes at time imprint themselves on the memory of the employee and become part of the unconscious and ultimately result in bad working habits. The eradication of such wrong habits takes along time and makes learning by exposure very costly.

### **4. Training by Systematic Methods:**

The main characteristics of this method is that it is done in a separate which may be part of the mushroom but still distinct from it the location and set up.

#### **Advantage:**

1. The pupils can be brought into the classroom they will be less destructive and consequently the teacher will be able to use his specialized skill.
2. Emphasis can be put on good quality production to the work points of the pupil. This can encompass temperamental and other qualities and the school be made a helpful between the classroom and the factory.

This systematic Method has some drawbacks also.

These shortcomings are as follows: -

1. Sometimes atmosphere becomes unrest, work is made too simple and difficulties are removed by the instructor himself as a result of which the employee is not fully exposed to the real problems of the Machine, which he has to face in practical life.
2. Schools, sometime becomes theoretical and in itself with the result that the new employee experience a sense of shock when they go to their work place.
3. Sometimes speed may be scarified and attendance to slow motion may be set-up.

These draw backs however can be overcome if certain steps are taken by the personnel dept.

- a. To avoid in agency situations, employees must be trained in the production rooms also.
- b. The danger of the school can be removed by having close liaison with the line managers.
- c. Training in the workroom takes place under normal condition of work. It is organized instruction for which the foreman is responsible even if he does not teach the workers himself. The workroom has its dis-advantages as a place because concentration of attention is the easy and amidst the prevailing noises, the worker may fail to catch the full meaning of instructions.
- d. Finally, it aims at developing the individual skills, better methods, new equipments and sometimes new work place relation-ships and to reduce the poor quality. Such a process would also facilitate technological change, by updating versatility of the employees.

## **5. Training Policy**

BHEL in large organization with strength over one Lakh employees in regular cadre. It is basically a technical organization, although other cadres like Accounts, Secretariat, Personnel also exist in large number. The strength of employees for whom the provisions for training is to be made is as under.

In view of the establishment of Human Resource Development Ministry in Central Government a separate department Known as Human Resource Department was opened in UP State Electricity Board. The department is headed by the Director General who is an engineer of the level of Chief Engineer Level 1. Director General HRD is responsible for devising the Training programmes for Engineers, Junior Engineers, Officer of the other cadre and for subordinate staff-Both Technical and Non-Technical.

The Training structure of BHEL is as under:-

1. Staff college Dehradun (Exclusively for Officers)
2. Electricity Training Institute Safojini Nagar Lucknow. (For officers, Junior Engineers and short terms Training programmes)
3. Electricity Training Institute Obra. (For Thermal Training only)
4. Electricity Training School Chandausi.
5. Electricity Training School Bahadarabad.

Both the school at S No. 4&5 are means for linemen/fusemen and other trademen.

Staff College Dehradun is headed by principal Director who will be an engineer of the level of CE level II.

Institute of S No. 2 & 3 are headed by Director who is of the level of superintending Engineer. Two schools at S No. 4 & 5 are headed by Dy. Directors and they are the officers of the level of Executive Engineers.

## **6. Faculty**

The Regular Faculty of the Staff College or Institutes or of schools is drawn for the regular employees of the Board. However case is taken to see that officers being posted there, besides possessing Knowledge of the subject also possess large working experience and Degree or Diploma in management. Normally such placements are made after Screening personal bio-data and aptitude survey of the officers. Few posts of regular faculty who are from management disciplines and not engineers are post only at Staff College Dehradun and E T I Sarojini Nagar. All other institute or Schools have only technical faculty who are basically from working officers.

For special courses and also for Special subjects, teaching faculty is also invited from various professional institutions, Universities and Management institutions. While taking intake for a particular training course, a case is taken that Senior Officers are

dubbed together and middle level officers have separate training, distinguished from Junior Engineers and Subordinate Technical Staff.

Staff College ETI Sarojini Nagar which arrange training for Technical and Non-Technical officers, normally insert Non- Technical Training programmes after every two or three Technical Training programmes.

### **7. Compulsory Training Programme**

All Engineer officers on induction are given compulsory induction training of 12 months duration. The theoretical part of training normally comprising Six months is conduction at staff college Dehradun. The college has its own beautiful building with large compound, auditorium, classrooms, rich library, living accommodation for staff and students with all modern facilities. The staff college is very prestigious and will known and renounced. Outside faculties are also invited to impart latest technical knowledge to the participants.

There are some regular faculty (non transferable) and also serving officers from field situations to knowledge to these participants.

Fresh intake of officers in other cadres like Accounts and Personnel are also given compulsory Training before assigning them any job. Since training -programmes are devised in consultation with Account & personnel Department and Director General HRD. The training programmes for officers of the other cadre are not of one year duration. Depending upon the requirement they are shortened to one two months.

Officers of both the cadre Technical or Non-Technical, after the theoratical and subject knowledge. Training is given to them are taken to field situations, Engineer officers are exposed to thermal and Hydel Power Stations, Transmission 400 KV and 200 KV sub-station and Electricity Distribution work at SDO level and Junior Engineer level. Some insight is given to them in the working of Accounts and personnel Department features are also arranged on these subjects from officers of this area.

Similarly officers of Accounts and Personnel cadre are taken to corporate office and field officers after their theoretical and subject training at Staff College.

Training programmes for new recruits in junior Engineers cadre are given training for approximately Six months. Their training is arranged at ETI Sarojini Nagar. ETI Sarojini Nagar is also well established, having an auditorium, class rooms, rich library with Video and projectors.

Electricity Training Institute at Obara which is meant for thermal power training always booked to capacity like Staff Training College at Dehradun, ETI Thermal institute at Obara is one of the top Institute in the country in power sector. The Training programmes published by Department of personnel, Ministry of Home, Government of India Contains names of only two Institute i.e. Staff Training College Dehradun and ETI Thermal Power Training Institute Obara. No other training institute from any other

Electricity Board, appears on the National level Thermal at Obara has been training officer from National Thermal Power Corporation, IFFCO BHEL and other important undertakings of Government of India.

The Technical training to subordinate staff bellow Junior Engineer is imparted in two ways: -

1. On the Job Training.
2. Training school at Chandausi and Hyderabad.

On the job training is given in almost all the substation of 220 and 400 KVA. The basic qualification of the operators is ITI. Therefore they have some technical background. New IITs who cannot be given training on Induction for want of sufficient training caters are placed in this substation and they gradually learn from their seniors how to operate machines at sub stations. Similarly new Junior Engineers are promotes who are from the ITI cadre are also sent to power station and hosted as stored stand by to work in guidance of senior people. These new entrance gradually

learns the job and or capable to man the machine in time of emergency are as and when required. Second method is induction training to subordinate technical staff at two electricity schools named above. The two schools are imparting training not only to new records but also they arrange refresh courses for serving Employees. The strength of subordinate technical staff is too much as compared training facility available for them therefore it is not possible to impart regular training to all serving employees.

In fact it also becomes difficult to field executives to spare employees in bulk; else the problem of running the sub stations or power station does arise. The schools at Chandigarh and Hyderabad are always full and continue to run training courses in rotation.

### **Conclusion:**

By and large the training arrangements of BHEL are very satisfactory. Training Institutes of BHEL are very prestigious are have earned good name in the country in power sector. In fact it was BHEL, who for the first time introduced 400 KV lines in the country and also trained employees of other electricity Boards and of NTPC and NHPC operate an 400 KV lines termed as training of BHEL employees.

### **Reputations at national level**

Training equipment, library, classroom facility and environment are also of high standard. As far as training is concerned, BHEL employees have good reputation.

## **8. Training and Management Developments**

The training and management development activities of the Board from a part of the continuous process in integrating the organizational needs with the needs of individuals for growth and development. These activities are performed at three levels.

1. At Engineers Officers level
2. At junior Engineers/Supervisors level
3. At artisan/operator level.

The training for the artisan, the supervisory and the engineer's trainees is for the duration of one year each. The emphasis in the programmes designed for these categories of employees is on imparting the technical/ trade skills in addition to some basic essential management concepts. The objective of this training is to orient the employees to the activities of board and provide opportunities for them to improve their performance on the job. The training departments of the units are primarily responsible for designing the training programmes after identifying the training needs and the needs of the organization.

### **9. Policy of Training as Understood by the Respondents**

The information with regard to policy of training was gathered to know the knowledge of the respondents about the training policy.

An analysis of the data reveals that at the "Board members" level and the senior level engineers all of them (100%) have undergone the foundation course and refresher courses (50%) of them have attended special technical training also.

Similarly in the 'Non-gazetted technical and Non-technical' staff majority of them (100%) and (80%) respectively have undergone the foundation courses and (65%) of the 'Technical and (52%) of the Non-technical' staff have undergone some refresher course also.

So far as the 'Management' Development programmes are concerned all (100%) the 'Board members' and (80%) of senior level engineers and (68%) of the middle level engineers and (68%) of the middle level engineers have attended one or more MDPs. Although among the 'non-gazetted' staff the persons attended the MDPs is negligible (4%), but that is obvious also, as MDP are basically made for managerial cadre.

The 'Accounts Law & Personnel' category has also (60%) undergone Foundation courses and (30%) have attended the Refresher Courses and (40%) have attended the MDPs also.

The situation of providing training to the office bearer of Trade Unions is also comfortable as (76%) had foundation courses (36%) had refresher course and (6%) had attended the MDPs also.

On the basis of above it can be concluded that the respondents have a good Knowledge about the Training Policy and majority of them have undergone some or the other training programs.

#### **10. Coverage of Training:**

The information regarding the number of respondents who have availed the opportunity of training after their joining the department was gathered to know the level of coverage of training.

The data gathered in this regard and analysis of data reveals that the 'Board Members' and all the engineers (100%) have replied favourable where as only (30%) of the 'Accounts, Law and personnel cadre' respondents to have attended the training. Regarding 'Non-gazetted-technical staff' also all of them (100%) has attended the training. Whereas in 'Non-Technical' staffs only (21.3%) have attended the training and (78.8%) have replied in negative. None (0%) of them 'Non-wage Board' employees was provided training.

Among leaders of the trade union also (88%) of the persons had attended the Training and only (12%) did not attend any training.

In view of the above it can be concluded that the coverage of a training has been very good as it coverage was (82.2%) of the total staff.

#### **11. TYPES OF TRAINING PROGRAMMES ATTENDED BY THE RESPONDENTS:-**

The information regarding the various types of training programmes was collected to know the various types of training programmes, being attended by the respondents

and their relative usefulness and to know whether there is in any gap in the policy & practice regarding training.

An analysis of data reveals that all the Board members (100%) had attended the foundation course, refreshers courses, and MDPs. By and large all the technical personnel including gazetted and non-gazetted staff had attended the foundation course and more than (70%) of the engineers had attended the refreshers courses and about (80%) of the non-gazetted non-technical staff had undergone foundation course and (53%) had attended refreshers course.

While the percentage of Engineers had been more in case of attending MDPs, the percentage of attending refreshers courses in non-gazetted non-technical course is about (53%).

The union leaders cadre (70%) of them had undergone foundation courses and (30%) had attended the refresher courses.

On the basis of the above data it can be concluded that most of Engineers and technical staff had undergone the foundation courses and many of them had attended the refresher course also. More of them, half of the non-technical non-gazetted staff had undergone the refresher courses also. As such it appears that there is hardly any cognizable difference in the policy of training and the actual practice.

## **12. REASONS OF FAVORING THE TRAINING PROGRAMMES TO BE MORE EFFECTIVE:-**

The information related to reasons of favouring the training programmes to be more effective was gathered to know the various factors of having this opinion.

An analysis of the data reveals that the (45%) of the middle level engineers and (50%) of accounts, Law and other of them, (41.4%) of the 'Non-gazetted Technical' staff and (25%) of the 'Non-Technical non-gazetted' staff had favoured the training on the ground that it helps in performing their duties more effectively.

100% the 'senior level engineers' (46.2%) of the 'middle level engineers' (12.5%) of the accounts Law & other offices cadre and (54.2%) of the Non-gazetted Technical staff and (40%) of the non-technical staff had favoured the training on the ground that it provides good exposure over the subject matter.

A few of the respondents, basically those, who were attending more MDPs had favoured the training as it provides better understanding of the subject matter, This percent is (100%) in case of 'Board Members' (8.7%) in case of middle level engineers (37.5%) of the accounts Law and Personnel etc. and (4.2%) in case of non-gazetted technical and (34.3%) in case of Non-gazetted non-technical (staff).

As a whole it can be concluded that (40.7%) of the respondents had favoured the training as it provides good response followed by (37.8%) because it help them in performing their duties more effectively and only (16.5%) because of it helps in increasing better understanding.

### **13. SUGGESTION TO IMPROVE THE TRAINING:-**

The information related to various suggestions to improve the training was gathered to know the areas where still some improvements are to be done.

The data gathered An analysis of the data reveals that the (30%) of the Senior level engineers (48%) of the middle level engineers, (60%) of the Accounts Law & personnel etc. (40%) of the non-gazetted technical staff (45%) of non-technical staff & (36%) of the union leader had suggested that the frequency of training should be more. Whereas (100%) of the 'Board members' (40%) of the 'Senior level Engineers (56%) of the 'Middle level engineers (50.6%) of the 'Non gazetted -technical' staff and (32%) of the 'Non-technical staff and (30%) of the union leaders had suggested that there should be appraisal of the trainees after attending the training, so that it can be judge how much sincerely & attentively they had attended the training.

By & large all these respondents had further suggested that after the appraisal of the trainees after the training, the successful trainees must be given some weight age for

this while being considered for promotion, so that they should retain more interest in the training.

However, few of the respondents (20%) of the 'Senior level engineers' (34%) of the 'Middle level engineers' (30%) of the 'Accounts Law and Personnel' staff (26.6%) of , on-gazetted technical' staff, (50%) of the non-technical staff and (72%) of the union trade suggested that the trainee for a particular training should be selected properly without any biasness.

In general (49.2%) of the total respondents suggested to have appraisal after the training followed by (47.2%) suggested to increases the frequency of the training, (40.7%) suggested some linkage with senior followed by (39.2%) suggested unblessed selection of the trainees.

On the basis of above it can concluded that tough people are satisfied with the training policy & practices, there is some scope of improving it further.

### **TRAINING NEEDS IDENTIFIATION (TNI)**

Identification of training needs (TNI), if done properly, provides the basis on which all other training activities can be considered. Also requiring carefully thought and analysis, it is a process that needs to be carried out with sensitivity: people and learning important to them, and the success or the organization may to stake. It is therefore important to know exactly what we do and why, when undertaking ITN.

The organization has objectives of its own that it wants to achieve for the benefit or all stakeholders which includes its members, owners, employees, customers, suppliers, society etc. The organization can achieve these objectives through harnessing the abilities of its people releasing their potential and maximizing opportunities for development. Thus it becomes quite imperative that the people managing various positions in the organization should know what they need to learn in order to achieve the organizational goals.

On the other hand people who work in organization have their own ambitions and aspirations and they want to develop and learn new abilities in order to function more appropriately. In order to learn and use new abilities, people need appropriate opportunities resources and conditions. Thus organization must provide effective and attractive learning resources, opportunities and conditions.

It is therefore essential that there is a proper matching between the organizational goals and providing attractive earning opportunities.

Through proper training need identification process we can enable ourselves to match the organizational goals and learning opportunities.

When we talk of training need, it essentially denotes an area where change or meeting an established standard or improving a process or technology or innovating is aimed through learning or training. Thus, through training, one of the following things are aimed to achieve:

1. Achieving an exciting set of standard or performance which otherwise in not happening.
2. Improving things/processes
3. Innovating and excelling and making radical changes. It is going ahead of mere Improvement.

The foresaid achievement needs can be the cornerstone for any organization. However the aforesaid need base can be applies in various areas of the organization where upon thrust can be given.

### **Organizations Needs**

These needs concern with the performance of the organization as a whole. The organization can strive to meet its laid down standards and indices and benchmarks. These may relate to quality productivity customer profitability etc. Secondly it may try to improve specific areas whereupon it may lay thrust and apply special attention like improving the internal process system etc. Further the organization may like to change entire system and innovate itself with fusion of new technologies and radically

compromise upon the processes across the organization to meet the environmental changes. All the aforesaid requirements will put forth different level of need for emphasis and accordingly different levels of training need may arise calling for different training initiatives.

### **Departmental Functional Group Need**

Various groups that function within the organization have varying characteristics and as such have varying systems and response speed and methodology. They have their own functioning in terms of records and process nevertheless they too work as any integrated identity aspiring and contributing towards organizational goals. They have their own policies and procedures which they strive to achieve and require constant learning and sharing so that all concerned are aware. These group and functions also strive to improve so that all concerned are aware. These group and function also strive to improve upon by integrating and adding new systems and procedures into existing system and hence needs for training may arise from time to time. They may also strive to innovate and excel in their own function and hence may like to initiate learning and education amongst all. All such needs if properly identified can be met through training.

### **Individual Needs**

These needs concern with the performance of individuals. The factors of performance where upon thrust can be laid for meeting the existing standard of performance and further improving upon the performance can be a matter of concern. Here the output of the individual performance etc. is the primary needs that are to met through training. Nonetheless, an individual who is already at a satisfactory level of performance will have certain needs whereupon he wants to improve. Such individuals can be identified for matching their level of training requirement.

Thus we can infer that learning has no boundaries and limits and satisfaction of need at particular level can give rise to a need at still higher level. Thus, learning and continuous improvement goes together hand in hand.

## **DEPARTMENTAL TRAINING PLANS AND OBJECTIVES**

In any organization the activities, processes, tasks etc. are categorized and bunched together in a group or function. These activities are more or less related and are performed with a specialized knowledge and skills. These activities therefore require specialized Personnel with specialized skills and knowledge. In view of such a specialization the activities are bunched in a single group that is called a "Department". And the process is called the departmentalization of activities.

Each Department forms a unit of business having number of sub-sections that further have unique activities. Each section has to be manned with people having requisite competence. Over the years the accumulated knowledge becomes obsolete, out of time and number of new processes, activities are added as per the requirement of the business The Department therefore has to be dynamic and responsive to the needs of the changing environment. The knowledge of the people too become obsolete and their competence out of time which needs to be upgraded.

The Department therefore is required to spell out and define its annual objectives in the beginning of the year and forecast its activities, resources and results it wishes to achieve. These forecasts may be in the form of financial or physical output.

One of the most important activities therefore is that the department must also have Plan appertaining to the overall development of its people. When we talk of people the obvious target of development in people is their competence, knowledge skills etc. This development requires lot of planned and systematic efforts and above all patience on the part of the management.

A specific reference, therefore, comes here of Departmental Training Plans and Objectives which pertain to the concerned department. It means that the department must have a formalized procedure of having its own Training Plans and Objectives. These Plans and Objectives can be determined in the beginning of Financial Year. It clearly spells out what the Department wants to achieve through training. The major contents of the plans can be as follows

- What Department wants to achieve through training
- What are the prospective areas where training can provide solution?
- Who shall be the target personnel?
- What are the resources required?
- How much are the resources required?
- Target time of achieving the Plan?
- Budgetary requirements for meeting the plan.

The department can therefore draw a schedule of activities based on the above requirements and consolidate them and formalize it on a paper. This schedule can serve as a guide for performing the activities. Many good companies have adopted the process of preparing of training plans and objectives. Training department in the organization must therefore have annual training plants and objective which should be converted in financial value and must be reflected in the company budget as Total training plan of the Company by adding the plans of all the departments.

One or the major benefits of having this activity in the department is that all the concerned people come to know in advance what they have to do and what is expected of them in terms of training during the year. Accordingly they can schedule their official and personal department is concerned for their department. It also Benchmarks the Departmental Priorities are essential for the department as well as the organization on the whole.

The Training plan specification is therefore essential to be established in order to establish a clear understanding or the departmental training requirements and the training objective that define what the trainees will be able to achieve as a result of training. The train objectives should be based on the expected competence development. It should therefore consider the following.

- The organizational objectives and requirements
- Specification of training needs
- Training objectives

- Trainees (i.e. target groups or individuals)
- Training methods and outlines of Content
- Schedule of requirements such as durations dates etc.
- Resource requirements such as training material staff etc.
- Financial requirements
- Criteria and methods developed for evaluation to training outcomes to measure the following.
- Satisfaction of trainee
- Trainees on the job performance
- Impact of training on organisation
- Procedure for monitoring the training process

The activity of determining the training plans and objectives thus form an important part of any training process or initiative. It is objectively setting the Goals that are to be achieved.

### **DEVELOPMENT & PREPARATION OF COURSE AND INPUTS**

Training course here refers to the subjective content that is to be imparted, served or taught to the participants during the conduct of the program and its sessions. It contains series of Topics and its details which are imparted session-wise and confirms to a pre-determined objective that is desired to be achieved. The course forms the knowledge resource for the organization as well as the individual participant.

The objective of the program to be achieved depends on how well the course has been designed and developed. The course should comprehensively cover the optimally desired topics that can confirm to the objectives as well as the duration of the program. Thus where the skills and competence of the concerned person comes in to play i.e. how much skill and competence does that person possess in deciding the course material. The course to be imparted in a program per-se. must be decided by looking the following in consideration

- The Quantity of Course material

- The Quality of Course material - new topics, latest developments
- The Reliability of Course material- content, objective,

The Quantity of course material to be given in a particular program should optimally suit to the duration of the program. In a training program where there is an attempt to cover lot of course and inputs in short duration may lead to lower understanding of the subject and it may overburden the participants. Here the faculty will try to speed-up and run through the sessions and it may lead to exhaustion. The faculty will not be able to go in to the details of topics. If the quantity of the course is less than the time available than faculty will try to stretch too much on each topic and the participants will not find the sessions interesting. It will be more like filling the blank spaces and will lead to Stretching of the session.

The Quality of the course material is equally important and can help in generating the desired impact. A poorly determined course material may deliver poor result. The course material needs to be in line of the objective that is to be achieved. With the change of time, it needs to be reviewed. Additions, Deletions and Modifications must take place keeping in view the output desired. The course should be designed to suit the mental level of the participant i.e. determining that who are the audience and what is their level of understanding. Latest developments and techniques should be incorporated. It should be systematically compiled in a progressive way i.e. first thing first.

The Reliability aspect of the course material should be taken in to consideration while preparing the course. The Reliability means that to what extent it is able to meet the objectives for which it has been prepared, to what extent its content and knowledge are valid today and thirdly to what extent its knowledge can be retained and applied in future. In short the following of reliability factors are essential for any course.

1. Objective Reliability
2. Content Reliability
3. Application Reliability

A course therefore, which can meet its objective, stand the test of time and deliver results future can be said to a reliable course.

Thus an accurate design, development and preparation of course is essential from the following angles:

1. From Organisation's Objective point
2. From the Participants point

Any training course should take care of company's interest, its needs etc. and should be capable to address challenging needs of changes in business environment and technology. It should be able to provide possible solutions to the company's problems. Only then can one say that training course is relevant and useful for an organisation.

The alternate carrier of knowledge and skills is the Human Being. The course content therefore should be developed, organized and designed in such a way that it suits to the mental level of participants and the participant is able to grasp and understand its contents. It should upgrade knowledge and skill level of the participants to only this. It should be sequenced in such a manner that it can be retrained for the longer period of time. The participant should be able to transfer the learning of the course in the actual job situation. Only then it can be said that course is relevant from participant's point of view.

Steps in Training Course Preparation.

1. Identifying and stating Organisation's Objective
2. Identifying Program Objective in Line with Organisation's Objective
3. Scanning the available material/ literature
4. Identifying and Listing Relevant Topics
5. Validation the Topics
6. Sequential/ Progressive Designing of Course Sessions.

## **IDENTIFICATION AND SELECTION OF VENUE**

Venue is an important ingredient of any training. It denotes the location place, setting both physical and psychological environment for training. Its composition and determination depends upon the nature and requirements of the training, types of inputs to be imparted.

The physical location of training does pay an important role in success of training. For example for certain training such as machine or directly job related training, shop floor can be a suitable location. Whereas for behavioural or management training a classroom type of setting can be useful.

The location also plays an important role in affecting the learning atmosphere. All employees who has been deputed for training outside the organization at some place that is outside the limits of the organization, can separate himself from the work situation and concentrate more on the learning with no disturbances and demands of the organization and workplace. After coming back he can apply the learning of the job. However this situation may not be true for all cases. In organizations where lot of integration of learning is required on-the-job, than in such cases the location of shop floor/work place is suitable.

Now a day's many management related inputs such as team working, leadership training, behavioural skills training, out bound training programs are being organized. For this purpose, the organization hires as an organization which is involved in adventure sporting and training. Such organizations are located at tourist's spots and in mountain valleys. They impart learning on team working, leadership etc. through adventure sports such as trekking, river rafting, rock climbing etc. this generates lot of enthusiasm and enhances risk taking ability of the participants.

### **Levels/Types of Location & Venues**

- In-Pant
  - a. Shop floor/Workplace
  - b. Centralized Class-room /Board room

- Out-plant
  - a. At an institute of repute for sessions
  - b. At an organization conducting out-bound programs at open location.

Physical environment and setting also play an important role in influencing the learning. For example, a lecture room which is very hot and humid cannot be conducive for learning. That is why good organizations prefer to have their own board rooms/lecture rooms which are fully air conditional and where participants can experience a controlled atmosphere. Similarly acoustics of the lecture room also play an important role. The arrangement of public address system/room acoustics should be of such a way that the voice should not echo in the room and the voice should be audible to all the participants equally well.

Seating arrangement at the venue is also an important factor. It should be flexible enough to arrangement and rearrangements. A training course is a combination of various methodologies. At times group working is required where the participants are required to do group working. At times U-Shape arrangements of sitting is required where participants can face each other. Hence various permutations and combinations are used.

Similarly lighting effects too are important. There should not be too much glare or very low lighting in the classroom. The screen projection should be of such a way that it is vision to all the participants. Enough movable specie must be available for participants to perform and make presentation without interruptions.

Thus it can be inferred that the location/venue of the training plays an important role in influencing the learning as well the psychology of the participants properly identified training venue can delivery good results and help participants are absorbing the learning and knowledge that is shared during the training course.

## **PRE- TRAINING COUNSELING**

At the outset it is essential to understand what Counselling is?

- Counselling is the means by which one person helps another through purposeful conversation
- Counselling involves series of problem solving interviews
- Counselling is a process in which two people meet to explore problems and to identify solutions
- Counselling is a method of identifying practical solutions to life or work problems.

Essential elements of Counselling

- All empathetic relationship
- The counsellor and client relate well
- The client feels free to say and discuss what he likes
- An atmosphere of mutual trust and confidence exists.
- Rapport is essential

### **Process of Counselling**

- Creating a conducive environment
- Defining the problem (behaviour, activities etc. which need attention/improvement
- Forecasting/discussing the consequences
- Finding out reasons/causes of the problem
- Encouraging the employee to suggest alternatives
- Concretizing the solutions and obtaining commitment to solutions
- Preparing action plan and follow-up plan
- Implementation, follow-up and review

### **Purpose of Pre-training Counselling**

An organization involves basically the following elements

I. Goals

2. Task
3. Technology/Process
4. People
5. Structure

This process can generate seriousness in the employee and he can attend a training program with a purpose and objective. The effect of proper counselling can work on the employee during the training session. He will attentively attend the sessions, make notes, raise questions and double-check with the facilitator. Thus through counselling, he can prepare himself in advance as to what he ultimately wants to seek through training.

Thus the summarized focus of pre-training Counselling is as follows.

- Discussing the issues to be resolved through training
- Setting the learning objectives
- Attempting the clarification during training
- Gathering the knowledge relevant to learning objectives
- Retention and integration of the knowledge

### **POST TRAINING FEEDBACK/ INTERVIEW**

Kurt Levin founder of laboratory education started using the term "FEEDBACK" from rocket engineering, A rocket fired into space contains a mechanism that sends signals back to earth. A steering apparatus receives the signals and feeds them back to earth for making adjustments if the rocket is off the target and it corrects its course. In human relations, this term has been used to refer to a process of information gathering and correction. One person feeds back his perceptions so that the second person can gather necessary information to take corrective steps. Through feedback we learn to see ourselves as others see us.

The employee who has attended the training has gathered plenty of information and knowledge. The training for which he has been deputed must conform to the expectations and fulfill the objective and purpose for which it is intended to be achieved. The information, knowledge and skills acquired lie dormant unless and until they are applied. The controlling officer who deposes his subordinate for training too has a number of expectations because he has spared his subordinate for acquiring learning and in this way he remains away from the work place for some time. Thus the prime concern from the controlling officer's point of view is that the subordinate must ultimately contribute towards the work place by integrating and making use of his acquired skills and knowledge.

Thus from above it is imperative that the executive concerned should organize a feedback session about the training with the employee so that he may come to know what he has learned, how he has learned, how much useful the learning is, how the learning can be applied on the job etc. Such a session will help him know whether the training will be of use if others too are nominated for the training in future.

### **Important Parameters of Interviewing and taking Feedback**

While taking such a feedback or interviewing the employee about the training, following parameters can serve as a guide:

**Clarity of Objective/Purpose:** The conducting of the session definitely has a purpose and that is to judge whether the training has been able to achieve the laid down objective or not. This should be made clear to the employee as well.

**Gathering Information:** The core purpose of taking such an interview by the controlling officer is to gather information.

**Creating a suitable atmosphere:** While taking interview/feedback, the controlling officer should create a conducive environment wherein the employee can open up himself. In such an atmosphere the controlling officers should avoid evaluation and rather help the individual to open up freely.

Time is frequency of feedback/interview timings of the interview are of importance. If the interview is held after a long gap of time than it loss its gravity. The employee gets an impression that there is no seriousness in the activity as such. If the knowledge is to be integrated properly on the job then it is essential the controlling officer consults the employee frequently and attempt at encouraging employee to apply skills and knowledge

Apart from above there are many ways through which the employee can share the information for the benefit of other i.e. his senior colleagues etc. On his return from training the employee can make presentation to tall concerned and share the Knowledge/skills acquired.

Thus the activity of Post Training interview is a link between learning and application of the learning on the job. Thus, if this activity is introduced in an organization and conducted effectively, it can help in facilitating the effective working on the job.

### **TRAINING GAPS**

Any organization or department has to carryout out activities, which j re directed towards certain goal or objectives. These goals and objectives are identified and set in the beginning itself in order to ensure smooth running of business or activities. In order to achieve these goals and objectives a procedure is identified or a process is laid down or systematic activities outlined to ensure smooth achievement of objectives

However notwithstanding any amount of efforts, there is certain amount of uncertainty which always persists. This uncertainty may be due to the cause of environmental changes, changes in the objective itself and many uncontrollable factor.

In spite of all the efforts made to identify the needs as best as possible in the beginning of the year and also outlining the processes and activities accurately in order to fulfill the needs the gaps happen to persist in the end.

In training planning care is taken to properly identify the personnel for deputing him to the training but when the time comes for sending the personnel to the training program, it is experienced that due to exigency of business requirement or due to

unavoidable circumstances the individual is not able to attend the same. It is at times also experienced that even though he has attended the program, however, the actual expectations and outcomes or the learning is not useful. It is also experienced that by the end of the year almost 40% needs still remain to be met.

A training gap analysis should be performed throughout various points of an employee's tenure. Employee training gaps can be determined during and via:

1. Job interviews
2. Knowledge testing
3. Competency testing
4. Performance reviews

From the above it can be deduced that as far as training is concerned there can be gaps both of quality as well as quantity.

A quantitative gap can be the gap pertaining to number of mandays of training actually imparted viz a viz planned, number of programs actually conducted viz a viz planned, number of participants who actually attended the program viz a viz planned and so on. A qualitative gap can be the gap of knowledge, skills, attitude, application of learning, performance, competencies etc. in actual job situation and so on. A summary diagram of the above is given below.

### **The activity of Gap Analysis**

Desired standards of training performance/expectations    Matching the actual performance/ expectations with desired identification of Gaps

Analysis of Gaps

Removing/Reducing the gaps

Review of Standards

### **Need of Training Gap analysis**

The activity of training gap analysis is essential wherever a systematic approach and investment is being done for imparting training. The organizations, which have a clear-cut objective that is to be achieved through training must also have the activity

of identifying and analysing training gaps. This activity will enhance the training competence of the organization. This activity enables in identifying the learning gaps and thus is imperative for learning and growing organizations.

### **The Process/Methodology**

For identifying the gaps in training we have to first see for what purpose we have initially identified the training need.

The training gaps pertaining to quantitative aspects are easily measurable. They are more indicative of the performance of process, activity or function rather than performance of the individual i.e. they are indicative of how and to what extent the activity has been fulfilled. These gaps occur primarily because of the following.

Shortfall in number of Training Programs conducted:

- Improper coordination and control over the affair of HRD/Training initiatives.
- Lack of proper planning
- Priorities of other activities over training activities
- Number of times postponement of proposed dates of program
- Lesser number of participation received

Shortfall in actual participation

- Involvement of the participant in other exigent activities at the time of program
- Personal priorities of the participant
- Forced nomination for the program by the management

Shortfall in training Mondays

- Midterm bunking by the participant of the program because of insincere attitude
- Calling back participants back on the job because of urgency of work

The qualitative training gaps pertain to gaps of skills, proficiencies, attitudes, knowledge etc. They are indicative of the performance of the individual and in many

cases they are difficult to measure. However, by closely monitoring their on-the-job post training performance, we can identify the outcomes/gaps. For example in case of an employee deputed to a welding training course we can identify the post training rejections/wastages in respect of the trainees job performance and this can also help in identifying the gaps, if they still persist in post training evaluation.

Several types of skills test can be conducted from time to time and also response based questionnaires/instruments can be served and these responses can be analysed particularly in case of competencies such as leadership, motivation and behavioural interventions etc. Knowledge can be tested by administering a test paper containing few questions on that subject.

Profiles skill template can be maintained in case of individual employees whereas their specific skills requirement can be identified involving following aspects.

- What skills are actually required to perform the job in long run i.e the expectation e.g. Welder Grade C: Minimum ITI, experience in TIG welding - To be met at recruitment level
- Welder Grade B : All requirement as In C plus proficiency In submerged arc welding for this training can be imparted

After an individual attends programme can be tested on- the- job Thus in show the following can be ascertained.

Skills possessed i.e existing skill level in graded form skills essential for job performance. Identification of degrees of each skill i.e. their progressive gradation qualification and description/requirement for each grade i.e benchmarking each grade.