CHAPTER- VI

ANALYSIS OF IMPACT OF TRAINING

IMPACT OF TRAINING – PARTICIPANT’S POINT OF VIEW

For any training program, the participant is an important and the key personnel of prime concern. The participant holds the first-hand view about the training because he has gone through the various phases of the training. The entire training generates a unique experience for trainee and creates an impact on the psyche of the individual, whether negative or positive. The training process has the power to kindle new dimensions of thought and awareness in the participant if conducted appropriately and efficiently. During the entire training process the participant gets an opportunity to go through various phases such as being an observer, witness and subject of the events that take place, to play an active role as the member of the group, to express his views and opinions if any, to interpret the views of others, to question and raise issues etc. Thus through training he gets enough opportunity to express his own self.

Thus, the participant's feedback about the training is a matter of concern. This feedback can throw light on the events that have taken place during training and the processes, adopted during the course of training. This feedback can serve as an important tool for taking future decisions pertaining to training.

There are organizations where a formal system of capturing the feedback of participants exists. However there are organizations where such system does not exist. Secondly, merely capturing the data is not sufficient it is also to be utilized further for analysis so that the same can be useful for the organization. However, if such analysis is not being done in some organization then some ways and means must be devised to make use of such data.

In HRDC, BHEL Jhansi a system of capturing such data does exist. However, to what extent the system itself is useful is another issue. Even after capturing such data what BHEL is doing with it is an important issue.

The study has attempted to know from the participant about the following dimensions:
- Methodology of training
- General awareness about the training programs being conducted.
- Level of Consultation with participant
- General opinion of training program
- Structure of training program
  - Training Design & Conceptualization
  - Session progress & Link
- Inputs & Subject Matter of Training
  - Quality of Inputs
  - Usefulness of Inputs
  - Quantity of Inputs
- Tools used in training
  - Usefulness of tools
  - Achievement of objectives by the tools deployed
- Training Material
  - Usefulness of training material
  - Quantity of training material
- Faculty
  - Effectiveness of faculty
  - Knowledge level
- On the job Effectiveness of Training
  - Usefulness
  - Application of Learning on the job
  - Delivery of desired results
- Feedback session/communication by officer
- Impact of training
- On Individual related dimensions
- On Work/Job related dimension
- On Organization related dimensions
TRAINING METHODOLOGY

- Group Discussions: 23
- Practicals: 20
- Role Play: 14
- Case Study: 13
- Lecture: 35

% Age

AWARENESS OF TRAINING PROGRAMS OF THE ORGANISATION

- Yes, 75%
- No, 25%
METHODOLOGY OF TRAINING IN BHEL, JHANSI

If we have a close look at the graph no PART.0097, we will observe that 35% of the participants have opined that during the training programs, Lecture mode has been used. It has also been observed that this is the extensively used methodology of training in BHEL Jhansi. This mode is being used extensively. However 23% of the participants opined that Group Discussions also take place during the course of training and is indicative of the involvement of participants during the course of training. Practical Sessions are also being organized during training programs specially related to computers and those pertaining to technical skills hence we can see that 20% of the participants have opined about the practical being conducted during training. However, Role Plays and Case Studies are being organized on a low scale. It has been observed after taking verbal feedback from the participants that the most preferred methodology is Group Discussions and Practical. These methodologies give enough opportunity to the participants to actively participate in the training process. These methodologies seek active involvement of participants and make the process livelier for them. However, it can be clearly interpreted that lecture mode is being extensively used in BHEL, Jhansi. Lecture mode has one of the major drawbacks that it creates monotony if used extensively and for a longer period of time.
AWARENESS OF TRAINING IN BHEL, JHANSI

In BHEL Jhansi variety of training programs are organized every year. The programs are primarily organized in the areas of General Management such as Executive Development, Supervisor Development and Worker Development etc. These programs are of 2 to 3 days duration and cover variety of subjects such as communication, motivation, attitudes, leadership, organizational information, general awareness of company's operations etc. concept of quality, TQM etc. The attempt is to generate general awareness about the management concepts amongst the participants. Specific topic/subject related programs are also organized which focus on the subject itself e.g. Safety related programs, Quality related programs such as Quality Circles, Total Quality Management, ISO-9000, programs related to Behavioural Skills e.g. Transactional Analysis, Motivational Skills etc. Skills related programs such as Computer usage Skills, Auto CAD etc.

When the participants were interviewed about the awareness of training program, most of them answered in affirmative i.e. they were aware about the trainings being organized in BHEL, Jhansi. If we observe the graph no PART.0098, it can be clearly seen that 75% of the participants had awareness about the training being organized in the company. However, 25% of the respondents were not aware. The state of awareness is indicative that majority is inclined to know about training and they consider it to be an important initiative in the organization. More is the awareness of training than more likely is inclination towards this activity and more likely it is to be considered as a relevant activity. It shows that people are not only aware of the input and process but also the end results of the training. Awareness is a fundamental stage of achieving any objective or purpose.
SHOULD THE CONTROLLING OFFICER CONSULTED YOU BEFORE IDENTIFICATION OF NEED?

- Yes: 86%
- No: 14%

WHY CONTROLLING OFFICER SHOULD HAVE CONSULTED YOU BEFORE IDENTIFICATION OF NEED?

- I am aware of purpose for which training is required: 52%
- I am well aware about problems of job: 48%
CONSULTING PARTICIPANT BEFORE IDENTIFICATION OF TRAINING NEED

Consultation is a process in which two or more people are involved and at least one is an individual who attempts or initiates to seek clarification, awareness about the issue or a problem. It clearly indicates that one has to take initiative to seek something, maybe a clarification or awareness about an intended object or thing. This shows that consultation has a purpose or an objective. The controlling officer has the overall responsibility of the performance of his subordinates. He is responsible for the ultimate results of the work. However, he cannot perform all the jobs by himself. He gets the results by effectively managing people who have varied orientation, diversified skills, attitudes and expectations. The duty of the executive in-charge is to effectively manage people, provide all possible help and resources, guide and coach his subordinates. He also has to seek their opinions and suggestions at times because his subordinates are expert in their own fields. He therefore must also consult them from time to time if required. In a training process, it is the duty of the controlling officer to identify that need of training for his subordinate which can be useful in increasing his knowledge skills etc and at the same time should also help in fulfilling the objectives of the company as well. The subordinate is the person who is well aware of the requirements of his own as well as the workplace by virtue of his experience and long association. He knows very well the areas of
thrust for himself as well as the job. Hence, he can be effective in identifying training needs for himself.

In BHEL Jhansi it has been observed that controlling officers do consult their subordinates before identifying them for training. It can observe form the graph no PART.0099 that 64% of the respondents have asserted that their controlling officers have consulted them before identifying them for the training. This is a good indication that majority of the subordinates have been consulted. However, there is still much scope of improvement. 36% of the respondents say that they have not been consulted. This shows that the controlling officers have not felt the need of consulting the subordinate before identifying his training need. There can be multiple reasons behind this, either the officer does not have faith in his subordinate or he does not consider him worth consulting because he thinks that his subordinate is not knowledgeable or believes that he himself is only competent person to do so for him.

When the participants were asked, that whether the controlling officers should have consult them before about identification of their training needs, then majority of 86% of the respondents replied in affirmative. This is evident from the graph no PART.0100. This is perhaps because they feel that they are in the position to effectively deal with the problems encountered on the job and the type of knowledge and skills required to deal with such problems. If we have a look at graph no PART.0101, we can clearly see that 52% of the affirmative respondents feel that they should have been consulted because they are actually aware of the problems faced on the job and another 52% feel that they are fully aware about the purpose for which they actually require training, hence they should be consulted. Still there are 14% of the respondents who are unconcerned about the consultation and have not expressed the need for consulting them. This is so because they either feel that the process of consulting may not be useful or their attitude towards training is not positive. However, HRDC can device a format wherein employee and his controlling officer jointly work upon the training needs and expectations. This can also serve as the development plan for the employee.
OVERALL ASSESSMENT OF TRAINING

The respondents/participants were also asked to assess the overall training program. Here the objective is to know as to how they overall feel about the performance of training per se. The various dimensions of training do create a general opinion or impact on the individual’s mind and creates an overall image about the training. The participant carries this image with him and it is the reflection about his overall assessment. This view has been captured through his satisfaction level indicator. If we look at graph no., PART.0102, it can be clearly inferred that 55% of the participants have felt that they overall assess the programs as very good. This is the response of quite a high majority of respondents. This is the indication that the programs being organized are quite good in quality as well as quantitative terms. Perhaps it is also an indicator the objectives of the programs are being sufficiently met. None of the participant has opined that the programs are not useful. This is a positive perception. Only 7% of the participants are less satisfied about the training being imparted. This is an insignificant %age. The significance of the training is also evident from the point that how much it is useful in executing the present job as well. Thus from the graph it can be inferred that participants have found training as Very Good as far as overall assessment is concerned.
The training or course material is usually provided during the training program. It serves as the future reference material for the participant i.e. he can refer the same in future whenever needed to update himself. The course material do helps participants solving problems on the job provided they keep referring it from time to time. If we look at graph no PART.0103, we will find that none of the participant has expressed that he is not at all satisfied about the training material. 20% of the participant do have expressed that they are less satisfied about the training material provided to them. A little high over this, 25%, of the participants have expressed that they are moderately satisfied. 42% of the respondents are satisfied with the training material provided to them and only 13% are fully satisfied. It can be seen that there is still scope of improvement on the dimension of training material. Perhaps the quality of training material is to be improved so that it can serve in a better way as a ready reckoned. A little improvement in the contents can help. If we look at graph no PART.0104 it can be clearly observed that none of the participants has expressed that the material was not useful for them. However, 16% of the participants have felt that the material was very less useful and is contents perhaps could not be applied on the job. 27% do feel that the material were useful to some extent i.e. to say that the course material does has relevance in the actual job situation and is in line with what has been taught during the program. A majority of 32% do feel that material was useful for them and 25% of the participants do feel that training material was highly useful for them. This they feel because they could refer the material without any problem while on the job and the material must have definitely served its purpose. If we look into the dimension of the quantity of training material by referring to graph no PART.0105, we will find that 52% of the participants have expressed that the quantity to training material provided to them was adequate and sufficient. This is indicative of higher satisfaction level since the %age of participants responding so is quite high. Remarkably none has expressed that it was either too much or not provided at all. Only 25% of the respondents are less satisfied about the training material. However, scope of improvement is there. This feeling is due to a reason that there are certain topics on which the material has not been provided. Overall, it can be inferred that the training material is being adequately provided in the organization to the participants and people are satisfied with it.
GENERAL STRUCTURE OF PROGRAMS

The general structure of programs refers to the aspect of broad conceptualization and designing. It refers as to how the topics are integrated in a logical way so that understanding and absorption is enhanced to the maximum level. The idea is to logically interweave and cluster the topics to achieve the program objectives. For example in any training program having topics on quality and behavioural sciences, all topics pertaining to behavioural subjects must be clustered together i.e. they must follow each other and all topics pertaining to quality must be thereafter covered. A program having alternate topics of behavioural and quality subjects will not be able to generate desired impact. Similarly, when all the topics pertaining to behavioural science subjects, are being clustered together than within this cluster the topics must follow a logical pattern in order to uphold the generated interest. For example session on Inter-personal relation can be clubbed with team building, motivation with leadership and so on.

If we look at graph no PART.0106, then we will find that 1% of the participants were not at all satisfied with the structure of the program and another 7% were very less satisfied. This is perhaps because they feel that such a structure was not able to generate optimum interest in the training or they found it to be designed and conceptualized in illogical manner. However 30% of
the participants are moderately satisfied with the structure design and conceptualization. Another 44% of the participants are satisfied with the program structure and design and 18% were fully satisfied. The shift is clearly in favour of satisfaction with the structure. This is because majority of participants have found that the structure was conceived in logical manner and that the sessions were able to deliver and generate desired impact.

The aforesaid is evident from yet another graph no PART.0107. The designing and conceptualization is a very important task. It is virtually a blueprint of the program and serves as guide for conducting sessions. The logical designing lead to attainment of program objectives as well is able to generate impact. If we take a close look we will find that 57% of the participants were satisfied with the program design and conceptualization aspect. This is quite a high percentage. 18% of the participants were fully satisfied. Thus we can see a major perceptual shift in favour of programs that are being organized in HRDC. None of the participant expressed that he was not satisfied. Only 5% expressed that they were very less satisfied, which is not significant.
The participants were also asked to express their opinion on the progress of sessions and their linkage (ref graph PART.0108). However the highest %age of respondents are found to be moderately satisfied on this and the 39% of the respondents have expressed so. At second highest level 32% of the participants are satisfied and thirdly 18% of the participants are fully satisfied with the session progress and link in the training programs. This is perhaps because the participants feel that there was a logical interlinking between the sessions.

**PROGRAM INPUTS & SUBJECT MATTER**

For any training program to be successful and be able to generate desired impact it is essential that the inputs of the program and the subject matter of the inputs must be properly planned and composed. The inputs play a vital role in generating the impact and achieving the program objectives. They relate to what is being taught in the program and are therefore the "software" for any program. The satisfaction regarding the inputs indicates the success of the program. The quality of inputs and subject matter enriches the program.

If we look at graph no PART.0109 we will find that only 3% of the participants have expressed that they are not at all satisfies with the program inputs and subject matter. Another 5% have
expressed that they are less satisfied. This is perhaps that these participants feel that either the inputs were not able to deliver desired results or they were not comprehendible to them. However 24% of the participants were moderately satisfied. 47% of the respondents were satisfied with the inputs and subject matter and represents the majority view. 20% were fully satisfied with the inputs given to them. Together 67% of the participants are on the positive side. They do feel that the inputs imparted were meeting their expectations.

If we look at graph no PART.0110, we will find that 39% of the participants were satisfied with the quality of the inputs that were imparted and other 39% were moderately satisfied. 16% were fully satisfied with the quality of inputs. However, there is sufficient scope of improvement. This is indicative that the quality of inputs can be improved further. If we further take a look at graph no PART.0111 where we have tried to capture the extent to which the inputs were useful for the participants, we will find quite a high majority of 59% of the participants have felt that the inputs were useful for them and 32% of the participants have felt that they were useful to a great extent. This is perhaps so because participants were able to retain the knowledge gained from the inputs and was able to link the same with their present job.

The quantitative coverage of inputs also affects the success of training. Variety of inputs breaks monotony and serves as a breather. Prolonged delivery of same topic or overstretching of the single input leads of boredom hence optimum inputs are essential for success of program and desired impact on participants. Let us have a look at graph no PART.0112. It can be seen from the graph that only 9% of the participants have expressed that they were not at all satisfied or they were less satisfied with the quantity of inputs provided to them. However, 25% of the participants were moderately satisfied and 14% were fully satisfied. 43% of the participants were satisfied with the quantity of the inputs because they feel that they were sufficient for them.

However improvement can be made in this regard. The HRDC can openly share with the faculty/institute, the expectations before organizing the training and based on the level of the participants (their present knowledge, qualification, aptitude, grasping ability etc), the inputs and subject matter can be designed.
METHODOLOGY/TOOLS IN TRAINING

There are several methods available to impart training. The few examples are lectures, role plays, experiential learning, simulation, case studies, hands-on experience, demonstration etc. and many others. In BHEL it has been seen that in many programs pertaining to E-learning and computer programs, lecture mode and demonstration mode and hands-on mode is extensively used. In behavioural programs, lectures, case studies, role plays are used. In general management programs mix of almost all the modes are used. However in programs that are function specific lecture mode and case studies are used.

If we look at graph no PART. 0113, we will find that only 2% of the participants have expressed that they were not at all satisfied with the methodology used in training and only 10% have expressed that they were less satisfied. This %age is quite a less percentage. However, 31% of the participants were moderately satisfied with the methodology that were deployed and found them useful. 41 % of the participants were satisfied to moderate extent and 16% to a great extent. This was so because they felt that the methodologies deployed were able to deliver desired impact and results. If we look at graph no PART. 0114, we will find that the respondents who have expressed that the methods deployed were not at all useful in enhancing the understanding
and 9% felt that the methods were very less useful in enhancing the understanding. This is so because they found it difficult to comprehend and understand the underlying message. However, 16% of the participants found that the methods were able to enhance their understanding to a great extent. Another 36% felt that their understanding was enhanced to some extent and 34% felt that methods were helpful in enhancing understanding to moderate extent. This was so particularly because, they were able to understand the processes deployed in a particular tool and method was able to convey the message properly. However, the scope of improving the same is there. Little efforts can be made to make the tools more effective.

It can also be clearly seen from graph no PART.0115 that that none of the participant expressed that the tools were not able to achieve the objectives rather 16% expressed that the tools were not able to achieve the objectives to a great extent. This clearly shows that the participants were able to comprehend the purpose behind a particular methodology. Further, 45% of the participants expressed that the deployed methods are able to achieve the program objectives to some extent. This is clearly a positive shift of the view and with little improvement effectiveness of the methodology can be enhanced.

Different type of training requires different methodology and interventions. The management can do a survey of participants to find out that what methodology suits best to a particular type of program.
PRESENTATION BY FACULTY

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<th>Satisfied Level</th>
<th>% Age</th>
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<td>Not at all Satisfied</td>
<td>0</td>
</tr>
<tr>
<td>Very less satisfied</td>
<td>9</td>
</tr>
<tr>
<td>Moderately Satisfied</td>
<td>19</td>
</tr>
<tr>
<td>Satisfied</td>
<td>43</td>
</tr>
<tr>
<td>Fully Satisfied</td>
<td>28</td>
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EFFECTIVENESS OF PRESENTATION BY FACULTY

<table>
<thead>
<tr>
<th>Effectiveness Level</th>
<th>% Age</th>
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</thead>
<tbody>
<tr>
<td>To Great Extent</td>
<td>32</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>41</td>
</tr>
<tr>
<td>To Moderate Extent</td>
<td>23</td>
</tr>
<tr>
<td>Very Less</td>
<td>5</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
</tr>
</tbody>
</table>

PART .0117

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FACULTY EVALUATION

The presentation by faculty plays an important role in generating the impact. The faculty can generate lot of involvement during the training itself and can also influence the absorption power of the participants. It can generate lot of interest in a slow moving subject by his style and humor. Thus much depends on the faculty and his presentation as well as knowledge level.

It can be seen from the graph no PART. 0116 that none of the participant has expressed that they were not satisfied with the faculty. This was so because the participants were able to grasp the information and knowledge that was being shared by the faculty. Only 9% felt that they were less satisfied with the faculty. However, a majority of 43% have expressed that they were satisfied with the faculty. This is a high %age. Another 28% expressed that they were fully satisfied with the faculty. This was so because of the faculty was able to generate the required interest and impact. However by putting little more efforts the satisfaction level can be increased considerably. If we look at graph no PART.0117, we will find that 41% of the participant found the presentation to be effective to some extent and another 32% found the presentation to effective to great extent. Together, these two levels constitute a high percentage and indicate that the faculty deployed by HRDC does possess skills of effective presentation. None have
expressed that the presentation was not effective and 5% expressed that the effectiveness was very less. This is an insignificant percentage. Overall the participants have expressed their positive opinion about the effectiveness of faculty presentation. However some improvement can be made. If we look at graph no PART.0018, we will find that none of the participant have expressed that they were not satisfied with the knowledge level of faculty and 14% expressed that they were very less satisfied with the knowledge level of faculty. However, these percentage expressions are on lower side perhaps because they have high standard of expectations from the faculty. However, a majority of 45% of the participants have expressed that they were satisfied with the knowledge level of faculty and another 25% expressed that they were fully satisfied with the knowledge level that the faculty possessed. This was so because they were able to comprehend and relate in substance the information that was shared and the faculty was able to put across the information supported by database and reality of the matter. This perhaps influenced the participants and was able to generate impact. However, with little more efforts the satisfaction level can be increased towards full satisfaction.

The management must therefore regularly seek participant feedback about the faculty and must endeavour to improve upon it. Proper faculty evaluation methodology can help in achieving this.
Did controlling officer take feedback after training?

- Yes: 75%
- No: 27%

Controlling officer should have taken feedback

- Yes: 93%
- No: 7%
### Why Controlling Officer Should Take Feedback?

- To know if training was able to achieve expectation: 55%
- How help can be extended to apply learning on the job: 57%
- Sharing knowledge/learnings amongst colleagues: 64%

**PART .0121**

### Why Controlling Officer Should Not Take Feedback?

- Not necessary: 6%
- Wastage of time: 2%
- Organisational objectives were not achieved: 12%

**PART .0122**
ABLE TO APPLY KNOWLEDGE & SKILLS ON THE JOB

EXTENT OF APPLICABILITY OF KNOWLEDGE & SKILLS ON THE JOB

%AGE

To Great Extent  |  To Some Extent  |  To Moderate Extent  |  Very Less  |  Not at all
---|---|---|---|---
16 | 57 | 2 | 16 | 9
POST TRAINING FEEDBACK BY CONTROLLING OFFICER

After attending training the participant returns back to his work with lot of enthusiasm. It has been observed that their moods are elevated and they are usually in high spirits. In such circumstances, the controlling officer has the right opportunity to tap his feelings and motivation level by taking feedback about the training acquired. Such a process helps in sharing the learning and also to know whether the training has achieved its objective and also how much is it useful for the organization and individual. Hence post training feedback assumes status of an important activity in the training process. If we look at graph no PART.0119, we will find that 27% participants have expressed that their controlling officers did not take feedback from them after attending the program. This must have been so because the controlling officer is not interested in feedback or they are not aware about the relevance of the activity of feedback. However, if we look at graph no PART0120, we will find that 93% of the participants have expressed that their controlling officers should have taken feedback after the program and only 7% feel that feedback is not necessary. When the responses of those participants who are in favor of feedback were analyzed (see graph PART.0121) it was found that 64% of the participants have expressed that controlling officer should have taken feedback so that the knowledge and learning could be shared amongst colleagues of the department and this could be of relevance for all as well as department. Further, 57% of the participants are of the opinion that after taking such feedback it is jointly possible to identify as to how the learning can be applied on the job. Another 55% of
the participants were of the opinion that such feedback can help in knowing whether training was able to achieve the expectations. However, when responses of the participants who were of the opinion that controlling officer should not take feedback were analyzed (ref graph no PART.0122), then only 11% were of the opinion that since organization objectives were not achieved through training hence feedback is not essential. Only 2% felt that holding feedback is wastage of time and 7% felt that feedback is not necessary at all. However, the percentage of such participants is quite low.

It is clearly evident that there is a strong feeling amongst the participants in favor of post training feedback hence management should device a mechanism to take feedback.

**ON-THE-JOB EFFECTIVENESS OF THE TRAINING**

The effectiveness of the training primarily depends on how the training was relevant in relation to the job. This is so because ultimately the participants has to go back to the job and has to apply the learning there so that maximum benefits can be reaped by the organization. The very purpose of the training is to benefit the individual as well as the organization. The effectiveness basically depends on the following factors:

- How much and to what extent the skills and knowledge acquired could be applied on the job?
- How much the program was useful and relevant for the present job?
- How much and to what extent the training was able to deliver desired results?
TRAINING ABLE TO DELIVER DESIRED RESULTS ON THE JOB

%AGE

To Great Extent
To Some Extent
To Moderate Extent
Very Less
Not at all

REASONS FOR NOT FULLY ABLE TO DELIVER DESIRED RESULTS

%AGE

Lack of resources and facilities on the job
Lack of proper environment
Lack of management support
Inputs were highly theoretical

PART.0126
PART.0127
The usefulness of any training program depends on how much the knowledge and skills acquired can be applied on-the-job. This is indicative of the success of any training program. The participants were asked whether they could apply knowledge and skills on the job. If we have a look at graph no PART.0123, 89% of the participants have expressed that they were able to apply the learning on the job. This is quite a high percentage. This indicates that conductive environment and sufficient support is available which facilitates applicability. The participants are keen and enthusiastic in applying the knowledge. To know the extent of applicability of knowledge and skills lets refer graph no PART.0124. It can be clearly seen from the graph that only 2% of the participants have opined that they were able to apply knowledge and skills to a moderate extent. 16% have expressed that they were apply to apply to a little extent and 9% expressed that they were not able to apply the knowledge and skills at all. A majority of 57% have expressed that they were able to apply the acquired knowledge and skills to some extent and 16% have expressed that they were able to apply to a great extent. However, there is sufficient scope to improve the applicability. Developing a monitoring and measuring mechanism can enhance the applicability of knowledge and skills.

The second question obviously arises that in spite the acquired knowledge being applicable, how much is it useful in delivering the desired results. Knowledge applied without fruitful results indicates that more pragmatic efforts are required. Graph no PART.0125 pertains to the extent of usefulness of program in executing the present job. None of the participant has opined that the
program was not at all useful. 41% of the participant have expressed that the program was useful to some extent and another 32% have felt that the program was useful in executing the present job to a great extent. This is so because the programs and the job requirements had proper linkage and were in consonance of each other.

The participants were further asked that whether the training was able to deliver the desired results or not. It can be seen from the graph no PART.0126 that none of the participant is of the opinion that the training was not able to deliver desired results. However 9% do feel that training delivered fewer results. The highest weight age goes to the opinion that training was able to deliver results to some extent, 48% of the participants have desired so. However, 16% of the participants feel that training was able to deliver results to a great extent. This indicates that there is sufficient scope of improvement. Now let us look at graph no PART.0127, which pertains to capturing the reasons for the training not being able to deliver desired results. It is evident from the graph that 39% feel that due to lack of resources and facilities, perhaps, they were not able to integrate the learning acquired thus lack of resources becomes one of the major factor. This is followed by the reason that there is lack of proper environment (27%) on the job i.e. conducive atmosphere is needed for proper application of learning and building trust etc. 23% of the participant feel that since there is lack of management support, the training is not able to deliver desired results. 11% felt that inputs of training did not match with the organizational requirement. However this percent is comparatively low and only 9% feel that since the inputs were very theoretical hence were not able to deliver desired results.
In view of above management can, to begin with, enhance the chances of delivery of results by at least providing resources and facilities and generating proper environment on the job.

**DURATION OF TRAINING**

Duration of training is also an important milestone in a training process. It plays an important role in generating the impact on outcome. However, the duration of training has to be optimum keeping in view the training objectives and requirements. It should also suit the requirement of the subject as well as the participants. A training of a very long duration generates monotony and become boring for the participants. A training of a very short duration may not be able to deliver desired results and meet the expectations of the participants. Thus training has to be designed in such a way that its duration suits to the needs of all concerned. In BHEL Jhansi, training is organized for different duration for different programs depending on the requirements. We have taken the view of the participants on various programs. The feedback pertaining to duration of training is reflected in graph no PART.0128. It can be seen from the graph that only 2% of the participants have expressed that they are not satisfied with the duration of training. However 14% have expressed that they are fully satisfied. 32% are moderately satisfied and 30%
are very less satisfied with the duration of training. It has also been observed from the other sources such as participant feedback of training that most of the participants have desired the duration of training must be enhanced so that proper learning takes place and participants are able to grasp and retain the learning for future applicability participants have desired that the duration of training should be increased. They have felt that more time is required for the concepts and usually the faculty just teaches upon the subject without going in larger details because of less time available.

Thus, the duration of training must be enhanced so that proper learning takes place and participants are able to grasp and retain the learning for future applicability.

**IMPACT OF TRAINING ON INDIVIDUAL DIMENSIONS**

The 'Human Being" for any organization is a vital source of potential. It has inbuilt potential to Perform or to Do. By virtue of being human he has numerous qualities in him. He can think, feel and act. He is capable of taking decisions and to guide his own self towards a goal. He can react and respond to any stimulus in his own way. He possesses will which acts as a driver for him. He is inspired by his own feelings, thinking, dreams and goals. He has potential to cooperate, motivate and inspire others. He, thus, possesses numerous potential zones in him, which make him capable of performing or doing something. He thus possesses potential drivers such as motivational, behavioural, co operational, communicational etc, in him. Few of these dimensions have been studied in context of employees of BHEL in terms of impact generated on them through training.

**IMPACT ON MOTIVATIONAL LEVEL**

Graph no PART.0130 represents the impact of training on motivational level of employees. Usually, it has been observed that after attending a training program the participant is in the state of elevation. This happens so because the detachment from the routine job breaks the monotony of the individual and instils enthusiasm in him. Moreover, the contents of the program are very informative and help in opening a new dimension for the participant. This in turn instils enthusiasm in him. However, the effect of motivation and elevation is visible immediately after
the program which can fade after due course of time. However, if the impact is substantial, then there are chances that the impact can linger for a longer periods of time. If we look at graph no PART.0130, then we will find that none of the participant has expressed that there was no impact on motivational level. Only 5% have expressed that the impact was very less. This is quite insignificant. However, a majority of 34% have expressed that the training had impact on motivational level to some extent. 32% have expressed that impact was there to moderate extent and 30% said that the impact on motivational level was to a great extent. This indicates that the training in BHEL Jhansi is capable of creating impact on motivational level of employee. The shift is clearly to the positive side and if we add two scores namely 30% (great extent) and 34% (some extent) than together they constitute 64% that is quite significant. However, there is scope of improving the same by deploying little more efforts.

**IMPACT ON BEHAVIOR**

The sum total of the Personality of an individual is expressed through his behaviour. The behaviour is an outcome in terms of the action as a result of the feeling and thinking of an individual. Though behaviour is a complex outcome and cannot be attributed to a single incidence or an event, however, its constant state can be attributed to an individual personality. The instant modification of behaviour may not be possible however through planned and constant efforts it can be affected. One of the interventions is training. Though training may not be the only solution there can be many other alternatives. However training does influences the behaving pattern of an individual. The respondents in BHEL Jhansi were also asked as to what extent the training imparted was able to impact behaviour. It can be observed from graph no PART.0131 that none of the participants has expressed that the training was not able to influence behaviour. In fact it was found the training imparted was able to influence the behaviour of individuals. Only 5% have felt that the training was able to impact behaviour to very less extent. This opinion is quite insignificant. This was perhaps because these people felt that the training did not influence them and they did not consciously tried to imbibe the concepts. However, a majority of 36% felt that the training has impacted their behaviour to a moderate extent. They have felt so because they must have observed a little change before and after training. 34% of the respondents have felt that the training has impacted the behaviour to some extent. This is so
because they must have felt the difference before and after the training to an observable level. However, 15% have expressed that the training has impacted their behaviour to a great extent. They have such an opinion because the training must have strongly impacted their behaviour to a highly observable level. This thus establishes that training impacts the job-behaviour, clique-behaviour, team behaviour of an individual.

It is however suggested based on the aforesaid data, the company can take more steps for impacting behaviour through training by making training more job-friendly and team friendly, for optimum results.
**IMPACT ON TEAM- WORKING**

In modern day organization, due to division of labor, number of individuals performs varied work for achieving organizational goals. Hierarchies and structured organization are therefore essential. Manpower having diversified qualifications, experience and status work together in an organization. It is thus imperative that all these combined efforts should have proper direction, coordination and harmony amongst each other in order to direct the sigma energy for achieving organizational goals. This is team working. It has been observed that through constant training initiatives, team working can improve.

The graph no PART.0132 refers to the impact of training on team working. It can be seen from the graph that only 5% of the respondents have expressed that training did not at all impact the team working. Another 11% have expressed that the impact on team working was very less. This is insignificant. This feeling must have emerged because the participant did not feel the comfort of team working even after attending the training. However, a majority of 36% have expressed that the training has impacted team working to some extent and another 23% have expressed that the training has impacted team working to a great extent. Together, 59% of the respondents have felt the impact, which is quite a high percentage. The respondents have felt so because they have experienced that they are able to contribute more to the department and section after attending training and hence they have become better team player through their contribution.

The management can still deploy more efforts so that the impact can be generated to a great extent by concentrating on such programs that can enhance team working.

**IMPACT ON COMMUNICATION SKILLS**

It is presumed that after attending the training program many concepts get clarified. The individual participants get a new dimension and angle to view the things. His opinions and doubts get clarified to a great extent after attending training. His existing repertoire of knowledge increases and he becomes much more confident than ever before. By virtue of enhanced knowledge through training, he is not only in position to do things better but is also able to guide
others. Thus such virtues like enhanced knowledge level, clarity of doubts, confidence etc together enables him to communicate effectively with others.

Graph no PART.0133 refers to the impact of training on communication skills through training. It can be clearly seen that none of the participant has expressed that the training has not at all impacted his communication skills. It means that there has been an impact but to what extent is the question. Only 9% have expressed that there was very less impact and this is insignificant. However, a majority of 39% have expressed that the training has impacted their communication skills and another 34% have expressed that the impact was to a moderate extent and 18% have opined that the impact was to a great extent. It means that after attending the programs the confidence level and knowledge level have increased and the participants have become more aware about the subject and thus were able to communicate effectively. Since 18% have expressed that the impact was to a great extent, it shows that there is a scope for improvement and management can plan programs/modules in programs that can enhance the communication skills to a great extent.

**IMPACT ON RESPONSIBILITY TAKING ABILITY**

During a training program variety of inputs are imparted to the participant. His existing knowledge level is also increased. He develops a sense of "advantage" i.e. he feels that he has gained something from the training. If the training is effective the inputs are imparted in such a way that the participants imbibe the same, retain them and apply them on the job. His sense of responsibility for applying and sharing the knowledge is enhanced. Not only this, his sense of responsibility towards his job, colleagues and organization is also enhanced on his return, if the program is efficiently designed and aimed at such a goal. Thus, if a program is able to influence positively the risk and responsibility assuming capability of an individual, then, we can infer that the program has clearly impacted this dimension of participant. This will enable the participant to discharge his duties in an effective way.

Graph no PART.0134 refers to the impact on the responsibility taking ability of the individual. It can be seen that only 2% have expressed that the training about at all impacted and another 14%
have expressed that the training has impacted responsibility taking ability to very less extent. These %age responses are not that much significant. However 30% feel that the training has impacted to some extent their ability to take responsibility and 27% do feel that there is an impact to a great extent. In this way it can be inferred that training has infact impacted the responsibility taking ability and people have become confident and are able to discharge their duties conveniently.
OVERALL IMPACT ON INDIVIDUAL RELATED DIMENSIONS

Thus it can be seen from above that the training has impacted the individual participants in some way or the other. The highest impact i.e. to the great extent is visible on the motivational level where it is of 30% followed by impact on responsibility taking ability where it is of 27% and thirdly impact can be seen on behaviour where 25% have opined that it was to a great extent. If we look at graph no PART.0129 we can infer that the overall impacts on individual dimensions have been to some extent and 35% have opined so. 31% have opined that training has impacted the individual dimensions to a moderate extent and 25% have opined that the training has impacted individual dimensions to a great extent. However, lot of scope for improvement is visible by influencing a sizable chunk of participants who have opined that training has impacted to some extent or moderate extent. With little efforts the opinion can be improved because the opinion is already on the positive side.

IMPACT ON TRAINING ON WORK/JOB RELATED DIMENSIONS

Every individual who works in an organization has to perform a set of tasks or activities that constitute his job or work. The job or work that an individual performs is therefore a sum total of all his activities that constitute his duties. The effectiveness of the job performance depends on the magnitude of individual dimensions such as enthusiasm, Job knowledge, proper understanding of the job and activities etc. The demands of the job are not stable, they change
from time to time with the change in business environment, business cycles etc. It is therefore essential to constantly update the work systems, methodologies and activities. Training can play a major role in redesigning and re-engineering the job contents by updating the knowledge of the individual and thus making task comfortable, easier and understandable. If the training inputs and contents are focused on the job improvement activities, enhancing job knowledge and providing solution to job related problems, then, the impact of training can be enhanced.

**Impact of Training on Work Knowledge**

Graph no PART.136 refers to the impact of training on work knowledge. It can be clearly seen that none of the participants have expressed that the training, has not impacted the work knowledge and only 9% have expressed that it has impacted to a very less extent. This is insignificant. However, it is clearly evident that 52% of the participants have opined that the training has impacted the work knowledge. 23% have felt that it has impacted to a great extent. This is a significant impact. This indicates that the training provided in BHEL is able to influence the work knowledge of the individual. It is able to provide solutions, which are applicable on job and the concepts are having practical significance. However with little more effects the impact can be enhanced further.

**Work Execution has Become Easier**

Any job has its own typicality. The effective execution of job depends on number of factors such as degree of difficulty in job execution, complexity of skills involved, understand ability of the concepts and so on. Number of options too is available such as integration of new technology and methodology. If there is clarity on such issues, incumbent can efficiently execute his work. Through training, such inputs can be imparted through which certain skills can be enhanced. New technology can be shared and can be put to ultimate use. With all such efforts the execution of the job and task can be made easier.

Graph no PART. 0137 indicates the impact of training on the work/job in terms easy execution. The participants were asked to indicate the extent to which the task became easier. None of the participant has expressed that the task execution did not become easier after attending the training and only 5% have opined that task execution has become easier to a very less extent. This is quite insignificant. The respondents were either not able to gather and integrate the
learning properly. However, 36% have felt that the work execution has become easier but to a moderate extent only. 34% do feel that task execution has become easier to some extent and another 25% feel that task execution has become easier to a great extent. This is so because the participants were able to integrate the learning with the job/task. It can be clearly inferred that there is sufficient scope of improvement because the moderate level in the highest level followed by the impact to some extent Management can make the training program more suitable to job requirements with a view to make more effective in making task execution easier.
Less Time Taken to Execute Work

For execution of any job limited time is available. One of the benefits of imparting training with reference to execution of work is that the training can influence the time taken to complete the job. One of the benefits is that less time is consumed in executing the task The individual thus can optimally utilize his time for other tasks and activities as well He can devote himself for creative activities in the available time and thus contribute towards the department as well as the organization. By integrating new technology i.e replacing old technology with new one, time can be reduced Graph no PAA TO 138 represents the opinion about the time taken to execute the task after attending the training It can be seen that only 2% have opined that the training has not at all contributed toward reduction of time for task execution. 11% opined that the impact on time reduction was very less. However the highest 34% of the participants have opined that the impact of training on reduction of time to execute the work was to .moderate extent only. 30% opined that impact was to some extent and only 23% opined that impact on reduction of time taken was to a great extent. Thus, overall, the impact IS more at moderate level and indicates that there is quite a large scope for improvement. This opinion has emerged because the impact on reduction in time is by and large not visible and is not clearly available for measurement.
Management can link the training to such technological measure through which time consumed can be reduced.

**Able to Handle Variety of Work**

By virtue of proper training, the capacity of the individual can be enhanced whereby he is able to handle variety of work at the same time and thus it can lead to enriching of the individual's job. This enrichment can motivate individual towards better performance. The training can enhance this capacity of individual and thus can enable him to handle variety of work at a time by expanded and adding new horizons to his work.

Graph no PART.0139 represents the opinion of the participants as to the impact of training on ability to handle variety of work leading to job enrichment. None of the participant has opined that the training did not enable him to handle variety of work at a time. Only 5% felt that the impact was to a very less extent. This is quite insignificant because they have felt that there has been impact and probably there has been a qualitative as well as quantitative addition. 36% feel that the impact was to a moderate extent and 34% felt that the impact was to some extent. 25% however felt the impact was to a great extent. This obviously is indicates that the training has impacted the handling of variety of work. The knowledge and inputs imparted have thus enriched his ability to handle variety of work. However, with little more efforts the opinion shift can be brought from "Some Extent" toward "Great Extent".
Overall Impact on Job/Work Related Dimensions

Overall, it can be inferred from the graph no PART.0135 that the training has impacted the work execution to some extent and that this impact has been felt by 36% of the respondents followed by 26% of the respondents who have felt that the training has impacted the work related dimensions to a moderate extent. However, 22% opined that the impact has been to a great extent. Thus, overall, it can be deduced that there was an impact of training on work related dimensions and this impact has been felt by majority of the respondents. If we add the opinions of two scales namely "some extent" and "great extent", then they together constitute 58% of the opinion which is quite high.

IMPACT OF TRAINING ON ORGANISATION RELATED DIMENSIONS

For success of any organization, number of factors and parameters are essential. All such factors are interdependent and inter-related. A success or failure of one parameter affects the other.
Nevertheless, the organization has to concentrate on the parameter in which it has its strength. The organization is a composite entity of number of interrelated activities and is a compendium of number of functions that are contributory.

The success factors are many for an organization such as quality, productivity, profitability, customer concern etc. An integrated approach towards these factors is therefore essential for any company for gaining business success and achieving desired organizational goals. Training is one of the important in interventions in providing solutions in many of these aspects and dimensions of the organization. Though training may not be the sole solution for this, however, it is helpful in educating the participants about the concepts, technologies etc and helps in generating alternatives for problem solving. The participants of training in BHEL Jhansi were asked to give their opinion pertaining to impact of training in certain areas of organizational importance such as quality, productivity, processes, technology, profitability and customer satisfaction. One by one we will be examining these feedbacks.

**Improvement in Quality**

Quality is one of the important organizational dimensions of concern. It is primarily concerned with the standard of products with reference to their use as end product for the customer. It therefore plays an important role in influencing customer, building long term relationship and image amongst masses and users. Many factors are responsible for bringing out the quality. Quality is a broad term and has several references like quality of work, quality of output, quality of processes deployed etc. Thus it encompasses the entire organizational processes, technology, people psyche and concern for quality. It is no more an end product but an elongated process or chain of process and is viewed as process in itself. Many things therefore emanate from the concern for quality such as customer satisfaction, profitability etc.

Through training, awareness about the quality as a concept can be generated amongst the employees and they can be motivated to be more quality conscious. Certain issues and developments in the area of Quality can be shared such as ISO-9000, TQM etc. These specifics can then be implemented in their respective area of working. It not only helps is building customer demand but also boots the image of the company as well.
Graph no PART.0141 represents the opinion about the impact of training on quality aspect of the organization. It can be seen that none of the participant has expressed that the training has not led to improvement of quality and only 14% have expressed that the impact was very less on improvement of quality. This is so because the participants felt that the inputs and contents not necessarily led to improvement in quality. However, 45% of the participants felt that the training has improved that quality to some extent pertaining to their work and their own output. This is quite significant. Another 20% felt that the training has improved the quality to a great extent. If we add together these two level, we can clearly see that 65% opined that the training has led to improvement Quality. Thus such training should be continued in the organization and little more emphasis can be given to make training more quality oriented.
Improvement in Productivity

Productivity in another important dimension of the organization primarily concerned with the input and output aspect of an individual but is reflected at the organizational level when the
index of total organization is arrived at by summing the total efforts of all individuals. It is therefore the input-output ratio of concern. More productive the organization is, more chances that its profitability, deliver ability etc are enhanced thereby leading to enhancement of profits and customer satisfaction.

Graph no PART.0142 exhibits the opinion of the participants that to what extent the training in BHEL has impacted the improvement in Productivity. From the graph it can be clearly seen that the training has primarily impacted the improvement at moderate level, 32% of the majority of participants have expressed so. This is followed by the opinion of 25% respondents that there has been improvement in the productivity through training to some extent. Thirdly 23% have opined that the impact has been to great extent. It clearly shows that the parameters of enhancing productivity have been given moderate emphasis during training. If at all the training has to be made more productivity oriented than more emphasis should be given to such productivity related issues through training and the objectives have to be revisited. This indicates that there is sufficient scope for improvement.

**Improvement in Process**

In any organization there are numbers of activities that are performed by people possessing varying degree of skills. These activities are essential and integral to core competence of the organization. In order to facilitate these activities, number of processes is deployed so that the ultimate core activity can be achieved. A process is, therefore, a methodology deployed in an activity in order to achieve the desired result. The process though deemed to be static, is actually dynamic and can be improved by deploying new technology and is also affected by latest innovations. The existing processes and methodology can also be improved through training wherein the participant after acquiring the learning can efficiently perform the process and can integrate the acquired learning in the existing procedure of work.

Graph no PART.0143 represents the opinion of the participants and indicates whether the training was useful in improving the processes or not. It can be clearly seen that none of the participant has expressed that there was no improvement in process i.e. he was not able to contribute towards procedural improvement. It means that training was able to improve the
process but in varying degree. It is clearly evident that 36% opined that the training was able to improve the process to some extent. This is followed by the opinion of 25% of the participants who opine that the impact was to a moderate extent. However, 23% felt that through training there was improvement in process to a great extent. It can be clearly concluded that the impact was highest to some extent and with little more efforts, if organization desires so, by reorganizing the training, the impact can too enhanced to a great extent.

**Improvement in Technology**

Technology plays a vital role for survival and continuous existence of an organization. Number of researches and innovations are taking fast every day. Thus organizations are becoming technology oriented. A new development of today becomes obsolete the next day. This is quite evident in the computer industry. Software developed today becomes obsolete within few days. Thus, if the organization has to survive than it should constantly upgrade its technological base. New learning must be incorporated and the manpower should be updated with latest techniques available in market may it be area of production, marketing or HR. Training can play a vital role in enhancing and upgrading the technological base of the company by infusing latest learning and knowledge.

Graph no PART.0144 indicates the opinion of participants about the impact of training on improving the technology. It can be clearly seen that there has been impact to some extent of the training on improving the technology. 36% of the participants have opined so. Another 35% feel that the impact was of moderate extent and 23% feel that it was to a great extent. It shows that training is helping in upgrading technology by infusing new knowledge and learning.

**Enhanced Customer Satisfaction**

Customer is the King. All organizational activities are directed towards customer. A customer is not only the one who buys goods and services but is actually a broad concept. The customer can be internal to organization and external to organization. Various functions within the department are the customers and suppliers of each other because they are the end users of goods and services. The customer satisfaction is indicative of business success. Thus the concept has gained
importance beyond recognition. Through training, the participants can be imparted such inputs pertaining to behaviour, communication, demand analysis etc, that can contribute towards dealing with customer effectively. In a way if we see that all the concepts of quality, productivity, improvement etc are in a way directed towards customer satisfaction.

Graph no PART.0145 reflects the views of the participants about the impact of training in enhancing customer satisfaction. It can be clearly seen that the training has enhanced customer satisfaction to some extent. A majority of 45% of the participants has expressed so. This is so because the participants are able to use the concepts on the job and while dealing with the customer directly or indirectly. They have firm belief that through proper training the satisfaction level can be enhanced. 23% felt that the customer satisfaction is influenced and enhanced to moderate extent and 18% feel that the customer satisfaction is enhanced to a great extent. However on the scale, the highest rating goes to the level of some extent. It denotes that by making training a little more customer oriented and by infusing such concepts a major shift can be had towards great extent.
Direct and indirect impact on Organizational Profitability

"Money" is a very important resource for an organization. It is the blood of any company. This resource has to be generated by conscious internal efforts. The resource thus generated is redeployed for further growth of business and also returned as a reward of entrepreneurship to owner and some is shared amongst all employees for their efforts. Thus it is a vital resource toward which all the organizational activities are directed. The participants of the programs were therefore asked to give their opinion that whether the training has directly or indirectly has contributed towards profitability or not.

Graph no PART.0146 represents the opinion regarding impact of training on profitability of the organization. None of the participant has opined that the training has not contributed towards the profitability. They feel that not necessarily it should add directly towards profit, however, by generating such awareness and learning the can be incorporated in the work life such as reduction in wastages, improved quality etc. and thus contribute towards the organizational profit. This is evident from the graph that 36% feel that there is impact on organizational profit to
some extent. It is to say that the impact to some extent is there. It is also evident that 27% feel that the impact is to a great extent. The participants feel that the training in one way or the other is contributing towards profit of the organization if not directly than through indirect means i.e. by enhancing dimensions of awareness on certain areas as mentioned above. Thus with little more efforts the organization can enhance the impact further.

**Overall Impact on Organizational Dimension and Issues**

Graph no PART.0140 indicates the overall impact of training on organizational dimensions through training. It is evident that training has been able to impact organizational related dimensions to some extent and this has been opined by 39% of the participants. 25% feel that training has impact on organizational dimensions to a moderate extent and 23% feel that impact was to a great extent. It shows that training is impacting the Organization; however, in order to shift to level five of scale i.e. to great extent, more efforts are required. Thus by keeping this as an objective, proper designing of the program can be done.

**SUMMARY OF OBSERVATIONS – PARTICIPANTS VIEW**

HRDC, BHEL, Jhansi has been organizing number of programs every year. It also has a mechanism of taking feedback from participants. However, this in itself is not sufficient. Many more things have to be done in order to improve upon. However, the question is from where to get such a date to start with. Participant is an important link for any training. A feedback by participant on training issue can help in improving the process.

BHEL employees are found to be quite aware of the training activities of HRDC. However it is felt that for all training purposes, the individual employee should be consulted since he is aware of his training needs as well as the requirement of work. A properly identified training need enhances the chances of positive impact of training. It is also felt that training material supplied by HRDC is sufficient both in terms of quality and quantity. Participants are satisfied with the structure and design of program. The structure and design is helpful in generating impact of training as well. A poorly designed program may not be able to meet the objectives of training itself. By and large the participants to some extent have found the training inputs useful.
There was a strong feeling that controlling officer should take feedback when the program is over. The feedback of controlling officer is essential to know whether the training has met its objectives and how he can help in integrating the learning on the job so that desired impact can be generated. In BHEL Jhansi, controlling officers usually take feedback of training.

It has also been observed that the participants are able to apply skills and knowledge on the job and this indicates that training in BHEL is able to generate impact on individual, work and organizational dimensions. The training per-se is able to deliver desired results, however it is required that proper environment should created on the job so that proper application of learning takes place. It is also felt that resources should also be made available on the job for implementation of learning. For example the employee has been taught computers but no computer is available to him or if available then it is for a shorter duration. Management support thus is a must for all such integration.

By and large the impact on individual dimensions such as motivation level, behaviour, communication skill, and team-working skill does exist to some extent. However, efforts are required to improve them further by various need-based interventions. Same is the case for impact on work related dimensions and organizational dimensions such as quality, productivity, profitability, technology, processes and customer. Overall, it can be seen that sufficient scope for improvement exists in this areas.

It is therefore required to revisit the training process and the management has to extend active support for implementing the training interventions so that the training is able to deliver desired results and impact.

**IMPACT OF TRAINING – CONTROLLING OFFICER’S POINT OF VIEW**

In any organization, there is a set of hierarchy that functions. Every individual occupies a particular position in hierarchy depending on his qualification, experience and skills that he possess. To each of these positions a specific range of responsibilities and authority is attached. By virtue of such authority and responsibility the individual occupies and enjoy a space in the
organization and exercises his control over others. He is not only responsible to judiciously exercise control over the available resources but also to plan and organize them efficiently for meeting organizational objectives and goals.

The executives and officers do occupy an important position in the hierarchy and have to get things done through people and deliver results. The controlling officer or executive is also assigned group of people through whom he gets the work done. He thus has to lead a team of people and is a leader in his own area of work.

As a leader he has to be sensitive to the needs and emotional requirements of his subordinates as well as he has to be sensitive to the needs of the organization and department as well. He must be capable in maintaining the proper balance between the need of his people and organization. He has to be a coach and guide for his people and on the other hand he has to be the implementer of the organizational objectives. He also has to provide solutions for problem solving and simultaneously encourage his subordinates to provide solutions. He constantly has to update himself with the latest knowledge and simultaneously has a major task to care for the development of his subordinates as well. He has to care for their education and knowledge in order to empower them and prepare them for present as well as future challenges of organization as well as their career development.

Training is one of the solutions through which he can endeavour to enrich himself, individual workplace and organization. Through training he can provide solutions. As required for career planning, motivating individual, developing his personality and create impact on organizational issues such as quality, productivity, profitability. By properly identifying the training needs of employees, workplace and organization he can contribute effectively toward organization.

He is fully aware about the organizational and individual, problems and needs because of his association. It is desirable that he must consult and communicate with the subordinates for identification of their needs. Through proper need identification and management of the need, he can effectively create an impact of training at his work place. He can take post training feedback and find out that how much knowledge and learning has been acquired by the subordinate and
based on this he can devise means to implement the knowledge and learning on the job. He can also share the learning acquired amongst all concerned so as to enrich others. Since he is the controlling officer, he can create atmosphere suitable for learning and education of his employee and simultaneously create the conducive environment for implementation. He also controls resources as well and hence can help in providing necessary resources to employees for better implementation and integration of learning. He therefore is the "Patron" of growth, learning and education in his area. By properly tracking the post training performance, he can create an impact of training because at each and every stage he will come to know if the learning, skill and knowledge acquired is being implemented or not. Thus he should possess a suitable process for tracking the lamentation of learning. all the aforesaid factors are together capable of creating impact and training.

Through the survey of the controlling officers we have tried to capture the following

- Identification of training need of employee
- Purpose of training
- Process of consultation in training need identification
- Communication with employee before deputing him to training
- Communication with employee before deputing him to training
- Tracking progress of implementation of learning and its methodology
- Achievement of objective through training
- Application of learning on -the- job
- Effect of training on performance of employee
- Controlling officer held post training feedback
- Areas of evident changes/impact
  - Impact on individual dimension
  - Impact on Job/work related dimension
  - Impact on Organizational dimensions

The controlling officers were asked to give their views on various issues pertaining to training as above. The role of controlling officer on implementing various steps as required above can help
in proper implementation of training activities and thus can generate impact. The feedback of controlling officer on these issues can definitely throw light about the ultimate effect of train
WHETHER THE INDIVIDUAL IS THE CONTROLLING OFFICER ON NOT?

A very important and obvious question is that the individual respondent is the controlling officer or not. As we have already mentioned that the controlling officer plays an important role in implementation of the training activities in his area, thus it is imperative that he must also identify the need of his subordinate. If we look at graph no CNTR.0147 than we will find that 96% of the respondents interviewed expressed that they were the controlling officers. However 4% said that they were actually not the controlling officers of the subordinates.

CONTROLLING OFFICER IDENTIFY AND RECOMMENDED THE TRAINING NEED

The controlling officer plays a vital role in the development of his work place and also of his subordinates. By virtue of his experience and skills he has gained the status of controlling officer. He is fully aware about the problems that are encountered in dealing people and getting the job done. He therefore knows the "needs" of people and work. He acts as a coach and guide to his people and cares for their career and development. His recommendations are considered as important by the higher management. As such his role in training need identification and recommendations has gained lot of importance and weight age. However, this depends much on the higher management that how much authority it gives to controlling officers to exercise their powers in recommending their subordinates and subsequently accepting their recommendations. If we look at graph no CNTR.0148, we will find that 67% of the controlling officers have identified the needs of their subordinates whereas 33% said that they have not identified the needs of their subordinates. It is surprising in context of BHEL, Jhansi that quite a large number of the controlling officers have not identified the needs of their subordinates. This shows that there are few areas where controlling officers are not getting opportunity to exercise their rights of identifying and recommending their subordinates for training.

In view of above it was imperative to know that who have identified the need of the subordinate and ultimately who proposed him for training. If we look at graph no CNTR.0149, then we can see that 78% of the officers have indicated that Head of the Departments have recommended the training needs of employees. 22% officers opined that they do not know who has identified need
of employees. Thus it is clear that opinion of HOD plays an important role in training need identification of employees and as such he influences the decision pertaining to training need identification.

**PURPOSE OF TRAINING**

The purpose of training is an important issue in the training process itself. It is the core and the central concept around which the entire training activities revolve. It provides direction to the training activity and also to the concerned people. The inherent objective and the purpose decide the course of the training activity, the modules operation to be followed, and identifying the route through which the said purpose is to be achieved. Thus this assumes a vital position in prioritizing the training activity. The core purpose of the training activity itself is derived out a major issue that is what ultimately organization wants to achieve through training. Nonetheless, the purpose of training has to be drawn from the ultimate business objective i.e. to say what the business wants to achieve. The purposes can be manifold for a particular training and can range from skills enhancement to knowledge management, meeting challenges of new technologies and simultaneously improving the already established procedure, improving work culture and organizational processes, enhancing, individual traits of behaviour, response and responsibility and there by developing the career of the individual. Thus wide range of purposes can be achieved through training.

The controlling officers were asked to identify the purposes for which they intend to depute their subordinates for training in HRDC. They were asked to opine on the following

- Behavioural and attitudinal changes
- Enhancement of Skills
- Enhancement of Knowledge
- Meeting Technological changes
- For career Development
- Organizational Productivity & Improving Processes
- Enhancing Roles and Responsibilities
When the responses were analyzed (refer graph no CNTR.0150), it was found that 78% controlling officers have expressed that the purpose of deputing the employee for training is enhancement of knowledge. They feel that people lack knowledge and hence they are not able to perform up to the desired level. They feel that enhancement of knowledge is essential for effective functioning of individual and the organization. 50% of the officers have expressed that the purpose of deputing for training is improving the organizational productivity and processes. They feel that training can help in improving the organizational productivity once the individual is able to understand, the concepts and inputs. 39% have expressed that the purpose was to enhance roles and responsibilities so the individual becomes more competent in handling the work situations. Another 39% feel that through training they intend to enhance the career so as to equip him with the pre-requisites of the higher posts or jobs that the employee is going to handle in future. Another 39% feel that through training they can enhance the skills of the employee and make him competent to perform the tasks and job. However, comparatively a lower focus can be seen on behavioural and attitudinal aspects and also the controlling officers do not see that the training can help in meeting the technological changes as such. Hence not much emphasis can be seen on these two purposes in comparison to other identified purposes.
CONSULTATIONS IN TRAINING NEED IDENTIFICATION

PURPOSE OF CONSULTING EMPLOYEE BEFORE IDENTIFYING HIM FOR TRAINING

- Employee knows problems of job better: 33%
- Employee can guide other workers: 17%
- Employee knows for what training is required: 17%
- Employee knows how to bring efficiency & excellence in work: 68%

REASONS FOR NOT CONSULTING EMPLOYEE BEFORE IDENTIFYING HIM FOR TRAINING

- Ignorance: 13%
- Did not consider it important: 40%
- Not worth knowledgeable & experienced: 0%
- Did not have time: 40%
Though the prime responsibility of caring for the training needs of the employees lie on the controlling officer, however, the individual employee is also an important person on the job as such is capable of understanding the requirements of self, job and work place. However, it has been seen that many controlling officers hesitate in consulting the subordinate for his training requirement. They either bestow him training as an obligation on him or as a tool, which is to be used on deviant employee. Many controlling officers try to depute only those employees whom they want to avoid in work place, as they are the nuisances there. As such the central objective of training gets defeated.

Consultation indicates openness where by the opinions and views are shared especially when the subject of concern is the individual employee himself. Many problems can be solved through consultation since it has a core democratic value inbuilt in it. It also enhances the feeling of togetherness, which is essential for solving many complicated business situations.

Process of consultation can help in proper training need identification of an individual. Many organizations have introduced the element of consultation in their training need identification.

If we look the situation in BHEL, Jhansi (ref graph CNTR.0151), we will find that 44% of the controlling officers have expressed that they do consult the subordinates before identifying him for training and 56% have expressed that they have not consulted the subordinate. From this view it emerges that the majority of the controlling officers are not consulting the employee and the process of training need identification is more or less one sided. However when those controlling officers who consulted their employees were further asked to elaborate the details as to why they consulted the employee (ref graph CNTR.O 152), it emerged that 58% of such officers feel that it is the employee who knows how to bring excellence and efficiency in his own work hence he is in a better position to tell about his training needs. 33% feel that the employee knows better about the job problems as such he is in better position to find a solution.

On the other hand, when those controlling who do not feel the need of consulting employees, were asked to elaborate than it emerged that 40% expressed that they did not have sufficient time to consult and they were tied up with other priorities of the job and were too busy. Another 40%
felt that they do not consider it important to consult the employee and feel that they themselves are competent to identify the employee for training. Surprisingly, none of the officers have expressed that their subordinate is not that much knowledgeable and experienced that he cannot be consulted.

However, in context of the organization, level of consultation can be enhanced in order to achieve the purpose/objectives.
SUMMARY OF OBSERVATIONS- CONTROLLING OFFICER’S VIEW

The opinion of the controlling officer is of great importance in providing valuable information about the subordinate. He is closely associated with the subordinate and is responsible for his overall development.

The respondents were asked to indicate that who have actually recommended employees for training in BHEL, Jhansi. It was been observed that high majority of the controlling officers do have identified the needs of their subordinates, however, HOD of the department too plays an important role in identifying the training needs of all levels of his employees.

The controlling officers were also asked to indicate the prime purpose of training. The responses revealed that prime focus of the training was enhancing the knowledge of the employee so that he is well equipped with the same. However, productivity and understanding of roles and responsibilities are also the areas of concerns.

The officers were also asked to indicate whether they consulted the employee before identifying his training need. While identifying the training needs of employee, majority of the officers have said that they have not consulted the employee. However, this becomes the area of concern and needs attention. It has also been observed that before deputing the employee to training, majority of the officers have not held communication, which would have otherwise helped in clarifying doubts. This also needs attention. It is encouraging to note that the high majority of the controlling officers are tracking the implementation of learning on-the-job. The majority of the controlling officers have expressed that they are tracking the progress of implementation by monitoring the results of work. However, a more effective methodology is in fact needed to properly track the progress. A structured process of tracking the implementation of learning is recommended. This will lead to more commitment and periodic review of progress.

The majority of controlling officers have opined that the training organized by HRDC have achieved their objectives but only to a moderate extent. Thus there is a need to revisit the objective of the training and the training should be of such a quality that it is able to achieve its objective.
The controlling officers were also asked to give their view about the performance of the employee before training and after the training. It was observed that there was a change in the performance but the shift was primarily from good level of performance towards very good level of performance. However, there is sufficient scope of improvement and special efforts are needed for the same.

The opinion of controlling officers was also sought regarding the post training feedback after the training program. It was observed that quite a high majority of the officers do take feedback from the employee after the training program. However, it is imperative that a more effective and a structured way of capturing the feedback is developed and deployed. This will ensure proper and effective implementation of this activity.

The opinion of the controlling officers was also sought about the impact of training on individual, work/job and organizational issues. A high majority of officers have indicated that the training has helped in enhancing the team working of the employee and also the behaviour of the employee has been impacted. With regard to work/job, the training has definitely helped in enhancing that job knowledge and job skills.

The controlling officers were also asked to indicate the issues of organizational concern there the training has created its impact. It was observed that majority of the officers have opined that training has helped in improving the processes as well as the productivity.

Thus it can be seen that training has created impact on the individual Work/job and issues of organizational concern.