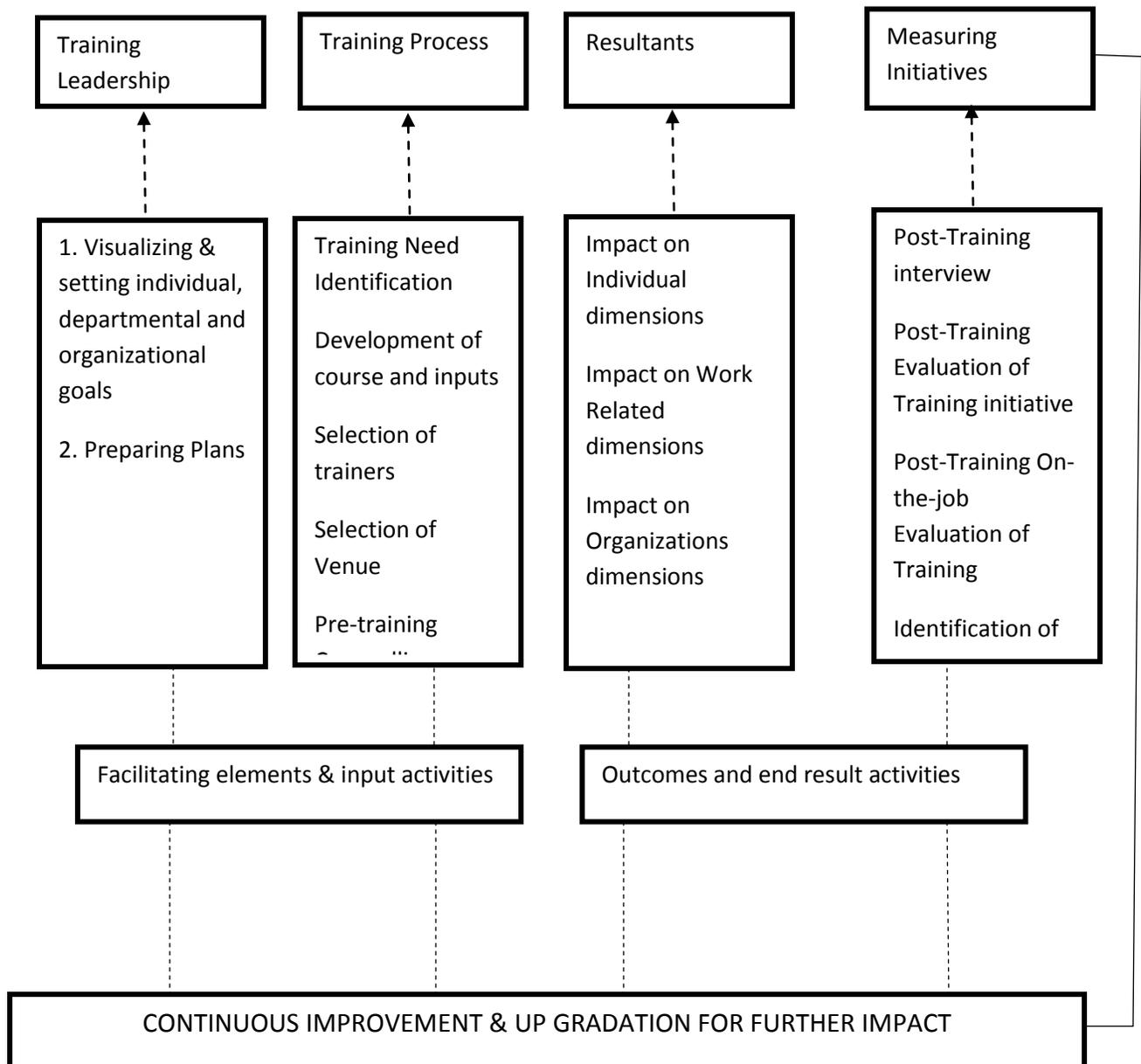


CHAPTER- VII

FINDING AND SUGGESTIONS

TARUNS MODEL FOR IMPACT

(A LEADERSHIP APPROACH)



The Manpower in Training Department

If we look at the training department in BHEL, Jhansi, we will find that it is being headed by one executive and is not supported by any executive down the line. At clerical level there is one staff and at supervisory level there is one staff. If we look at the set up vis-a-vis the activities and the functions that are carried out than we will find that HRDC is having very limited staff. Hence it found that the existing strength of HRDC needs a relook.

The activity of Training Need Identification

The activity of training need identification does exist in BHEL and the prime initiative comes from the HOD's of respective departments. As stated earlier, HRDC sends a tentative list of probable programs to HODs and then asks them to identify the training needs in the prescribed format. However, the tendency of the HODs is to simply identify the employees for each of the listed programs. But this actually does not serve the purpose. The HODs do not consult the employee or hold discussions in order to come to a proper conclusion pertaining to training needs. The HOD's actually do not spend time or allocate resources for proper training needs identification. HRDC also sends the communication to HODs in a routine fashion and collects and compiles the training needs and based on the numbers identified by the HODs, the training programs are organized. Thus the process of training need identification is routine and appears more a formality oriented.

The HODs should identify the training needs with seriousness because training is ultimately going to affect the workplace. The HOD should consult the subordinates and call for a meeting with the training coordinator and then discuss the learning requirements and should also identify other programs related to skills, techniques etc. and then send the need to the HRDC. This will enable proper identification of training need.

A proper realignment of the activity with the learning goals accompanied with seriousness can add value to the organization. There are HODs who take up such activities with seriousness; however, such HODs are few in number. Moreover, the training need identification is not focusing on the individual, work or organizational needs. There should be a proper co-relation

between "what is" and "what is needed to be done". This will help in proper training need identification. It has also been observed that improper identification leads to improper outcomes and the entire purpose of training gets defeated due to improper training need identification.

It can also be observed for the analysis of the overall responses that more clarity is required to be brought amongst all concern regarding goals and objectives of training, needs identification and this will help in creating awareness. A more elaborate procedure for training need identification can be introduced this will enable to bring more clarity and commitment to the process of training need identification. Moreover, the management should take up the activity with seriousness and sincerity and lay emphasis on it by investing proper time and resources. This will ensure proper implementation and integration of this activity.

If we look at the response of the participants and analyze their comments we will find that the controlling officer do consult their subordinates, however, there is sufficient scope for further improvement in this.

In such a scenario, the Training Department can conduct certain awareness programs for HODs and coordinators. HRDC can also hold regular meetings with the coordinators to ensure proper implementation of activities as well. The entire process of training need identification requires a re-look and has to be made result oriented since the training need sum the base of the entire training functions and are the pathway for the all training activities. The needs should be clearly identified based on proper analysis and requirements of the individual, work and organization. This will definitely add meaning to the entire process. Such initiative also calls for creating awareness amongst HODs and training coordinators. The consultation process can be further improved for making the training need identification activity more effective.

The activity of measuring training effectiveness

In BHEL, Jhansi, there is no formal activity of measuring training effectiveness. However, there is an activity of ascertaining participant's reaction to training program in a specified format. The

opinion of the participants is taken pertaining to the training, design, delivery, faculty, overall reaction, administrative arrangements etc. This reaction opinion in itself is not sufficient. It only gives the opinion pertaining to a training program and lacks proper direction in terms of learning acquired, usefulness of the learning etc. It has been observed that people are also not sincere in filling the reaction questionnaire. Thus HRDC has to strive hard to collect the feedback, particularly for out plant programs. However, this format is used only for those programs where duration is of two or more days. The data collected through this format is compiled and analyzed for measuring the training effectiveness. However, this format enables measurement of reaction of participants and is incapable to measure post-training impact. There is an urgent need to revise the format and the same should also be administered to the participants in other programs as well where duration is even less than two days. This will enable to capture the reactions of wider section of participants and the data generated based on this format will be more authentic and represent a true picture of reaction.

This entire activity does not measure training effectiveness but only gives a broad view of the training program. Even when the participant comes back from training, no formal feedback is captured so that the same can be utilized for further improvements. There is an urgent need to introduce an activity to capture the data pertaining to implementation of learning for enhancing effectiveness of training.

There is an urgent need to introduce an activity to measure the effectiveness of learning and skills acquired. At present there is no such activity of ascertaining the same. This can be introduced by organizing test after each and every training program or organizing a quiz. Through this it can be at least ascertained the retention and absorption of knowledge and skills gained.

Overall, it can be seen that the activity of measuring training effectiveness is non existent in BHEL, Jhansi, in a structured way, except that the reaction of participants to the programs is being assessed and recently the analysis too have started by taking out the mean result of the entire reaction on the scale of 5 primarily on the dimension as enumerated in para 1 above.

There is an urgent need felt to introduce the activities pertaining to measuring the training effectiveness in depth. As per the Leadership Model, the effectiveness is to be measured in following phases in order to assess the impact of training

- Post-training interview
- Post training evaluation of training (reaction assessment)
- Post training on-the-job evaluation of training

As of now the post-training interview is absent in a formal way. The controlling officers do take feedback of the program but not in elaborative way. The analysis of the participant's response also reveals that feedback is extremely essential for further improvement, effectiveness and impact. The analysis of controlling officer's response also reveals that they do take feedback from the employee on return' however there is sufficient scope for improvement. Thus, if the post-training interview activity is formalized than it will help in ascertaining the extent of learning and its applicability on the job.

The activity of post training on the job evaluation of training is also non-existent in the organization. This activity is time consuming and requires continuous efforts and commitment both on the part of the controlling officers and participants. It is essentially meant to observe the impact of training on-the-job over a period of time and thus requires patience. There is a sincere indication that this activity should we there in the organization and sufficient resources and all concerned should invest time. This activity is very crucial for the impact of training. The controlling officers are tracking the progress of implementation of learning primarily by monitoring the results of the work that can deploy other methods too.

Visualizing and Setting the training goals and objective and preparing Training Plans

HRDC, BHEL, Jhansi has set its objective as follows:

“All-round development of the employee in terms of their knowledge, skills and behavior for improvement in their work efficiency and effectiveness”.

The objective in itself clearly spells out one thing that is an element of improvement at work place and also in the individual knowledge and skills. An improvement has to be a continuous one and spiralling this can only be done if the activities are measured and gaps identified. Thus based on this continuous improvement can be done.

It therefore requires setting of specific goals for each training activity as well as the training programs. This is not being done at present in BHEL, Jhansi. For example if a program on computers is being organized, than clear objectives should be spelt out as to what this program is aimed at. These objectives should be based on he requirements of work, individual and the organizational needs etc. The HRDC should there fore align its activities based on such objectives and needs for generating impact.

The departments should also prepare the training plans based on he actual needs of training. They should develop a proper -procedure for the same and own it and commit there selves to the same. For this the departments should visualiz: and anticipate the business requirements and individual requirements and than chalk out the training plans. Thus the activity of preparing plans is essential.

The analysis of the training initiative questionnaire also reveals that there is a need for a laid down procedure for training plans so that people commit themselves to it and also the inherent objectives of the activity should be made clear to all concern so that they have proper knowledge of this activity and they realize its significance. The management should also invest its resources, time etc. for this activity else this activity will not have a firm footing in the organization.

Development of Course and Inputs

Course inputs and subject matter does play an important role in providing direction to training process. This is the ultimate gist of knowledge that the participant takes along with him. In BHEL, Jhansi there is no formal activity of designing course inputs and is left to the faculty. Most of the institutes/faculty that conducts training in BHEL is given a broad the according to which the faculty decides the course inputs. Over the period of time these inputs need to be revised in light of changing need of the environment. It has been stresses that people should be involved and consulted for developing suitable course inputs from time to time and proper

resources must be allocated for the same. The participants are satisfied as to the course inputs that are provided to them during training. The quality of course inputs can be improved .by revising the same and suiting them to the changing needs by incorporating new matter. Though by and large the inputs were useful HRDC is also sharing its expectations with the institute/faculty openly beforehand and this has lead to increased satisfaction amongst trainees.

Selection and Evaluation of trainers

The trainer is the key to success of any training program. His knowledge, skills and efforts influence the trainees as well as the training process. Hence proper selection of trainers is essential and they must be evaluated from time to time. At present in BHEL, Jhansi opinion about the trainers is being sought from the participants through the reaction questionnaire Apart from this after the end of training verbal feedback is also gathered. However there is no for laid down procedure or standard for selecting and evaluating the trainers. Assessing and reviewing trainer's potential is not being done in BHEL. This activity is essential in order to know the current potential of the trainer/faculty Based on the feedback of participants it is ensured whether to continue. The trailer faculty or not the respondents have emphasized this activity. The participants of the programs are by and large satisfied with the faculty that is engaged by HRDC, however little efforts can help in improving the quality of faculty.

Identification and Selection of Venue

As it has been stated earlier that venue of training plays an important role in influencing the trainees and the learning process. It is therefore essential that suitable venue that is equipped with all required gadgets must be identified including the physical atmosphere and setting. At present no elaborate procedure is accepted in BHEL. However it is ensured particularly for trainees deputed to outside institute that the location is suitable. In HRDC just few years back, an air conditioned training room has been developed which is well equipped with modern OHPs and LCD projector. A very large hall is also available to conduct Micro labs essential for behavioural training. By and large suitable atmosphere is available in HRDC itself with modest surroundings having lawns and parks nearby. Thereby generating a conducive environment for learning.

Pre-training Counselling

Before deputing a trainee to any training program it is essential that some counselling should take place so that the anxieties and doubts are reduced. The controlling officer can also share the expectations through this process. This activity does exist in BHEL but in an informal form. However, not the majority of the controlling officers are doing so. They do not feel the need of it. This activity is relevant as is evident from the analysis of the questionnaire pertaining to training needs and having a lid down procedure is also stressed upon. It is also felt that the basic goals and objectives must be shared with all concerned so that its importance is realized.

It is quite a pertinent question that if the training initiatives are being carried out effectively than correspondingly, the results of the organizations should also match. BHEL Jhansi is organizing programs and modules on various subjects such as Team Working, Effective communication & personality, Motivation, Leadership, Customer focus, Productivity improvement, Quality improvements - TQM, ISO-9000 etc. Safety, Computers and allied skills, CAD/CAM, Technical skills such as welding, Machining etc. People are deputed to other organizations/institutes also from time to time.

Identification of Gaps

The activity of identifying gaps of training is existent in BHEL, Jhansi. However, It is primarily aimed at measuring the qualitative gaps pertaining to man days planned and achieved, number of participants planned to cover and actually covered, etc. This measurement of gap will deliver only superficial results. If the training gaps have to convey results than the qualitative gaps should also be calculated. These qualitative gaps pertain to the acquiring of skills, knowledge, competence etc. Thus the activity of training gap should also indicate the post-training gaps that persist even after acquiring the set of knowledge and skills. This will help in further improving the quality of training programs.

FINDINGS & SUGGESTION PERTAINING TO IMPACT ON INDIVIDUAL

In order to assess the impact of the training on individual employee, number of parameters have been taken in to account and the impact was assessed on them both from the point of view

participant employee and also form the point of view of controlling officers. The dimensions chosen were as follows

1. Motivation Level
2. Team building
3. Behavior
4. Responsibility taking
5. Communication skills

One of the findings was that the training has definitely impacted the individual employee one-way or the other. This is evident from the analysis of the responses of the participants as well as the controlling officers.

The detailed analysis in the earlier chapter reveals that the highest impact from the Participants point of view is evident on the following dimensions in order of the gravity of Impact:

1. Motivational level
2. Responsibility taking ability
- 3 Behavior

The participants have clearly indicated that after the training they felt motivated to perform better and the training has enhanced their ability to take responsibility. Further they have also indicated that they experienced change in their behavior after the training.

The analysis of the responses also revealed that there was an impact on the individual after the training and primarily the following areas

1. Better team working
2. Behavior
3. Motivational level

The controlling officers felt that after the training program the employee team working ability was enhanced and his behaviour too was influenced. Further they felt that the motivational level of the employees was also enhanced.

If we look at the above factors we will find that there is similarity in what the participants opine and what the controlling officers opine. Both of them have expressed that Behaviour and Motivational level has increased. Better teamwork and Responsibility taking ability have enhanced too. Thus these form the major areas of impact as far as impact of training is concerned.

If we look at the training programs organized by HRDC, we will find that quite a large number of modules have been organized on the aspects of the development of employees such as executive development, supervisor development and worker development and number of the out plant programs in this regard were organized such as general management, strategic management and young managers program etc. Invariably these programs consist of modules pertaining to motivation, inter-personal behavior, team building etc. Besides these program, Transactional analysis program and effective communication and personality development also covers the behavioral, team building and motivational modules. During the years 2010-11, 2011-12, 2012-13, total 45 such training initiatives were organized covering 326 cross section of employees. Thus we can clearly conclude that these initiatives are definitely impacting the behavior, motivational level and team-working ability of employees as is evident from the percept-on of participants and controlling officers.

FINDINGS & SUGGESTIONS PERTAINING TO IMPACT ON WORK RELATED DIMENSIONS

In order to assess the impact of training on work related dimensions, the dimension identified are as follows:

1. Impact on work knowledge
2. Work Execution has Become Easier
3. Less Time Taken to Execute Work
4. Able to handle variety of work

The perception of the participants was that the training has definitely affected and influenced the work related dimensions. They felt that after attending the training program there was more clarity and there was enhancement in their ability to comprehend and understand better the

requirements of the work and the expectations. They felt that after attending the training they got a new vision and outlook towards the work.

This perception can be seen only if the participants are exposed to training pertaining to skills and competence. These facilitate the better performance at work and make the work easier to perform with less time. The individual is able to handle multiple tasks broadly as well.

There are many technical and non technical skills required to perform tasks in a better way.

There are behavioral skills such as follows

1. Leadership
2. Communication and effective public speaking
3. Interpersonal skills
4. Motivational skills

The aforesaid enhance the behavioral trait and competence of an individual. Apart from the above there are specific technical skills required that are as follows for an organization as BHEL:

1. Computer skills
2. Language skills
3. Engineering skills
4. Welding skills
5. Safe working skills
6. Boiler skills
7. Machining skills

The perception of controlling office also reveals that there was an impact of training on work/task related dimensions varying from moderate extent to great extent. The training has facilitated job performance and result by helping the individual to understand the concepts/technology. Thus the task became easier to perform with greater efficiency. 37% of he officers also opined that after attending the training, work/task has *become* easier to perform. 67% of the controlling officers opined that training has definitely contributed in enhancing the knowledge and skills of the employee and thus has enriched him. Thus quite a high opinion is in the favor of the dimension of knowledge and Skills.

If we look at the data we will find that during the years 2010-11,2011-12,2012-13, total 45 such training initiatives were organized covering 326 cross section of employees where modules and inputs were given about behavioral skills such as leadership, communication and effective public speaking, enhancing interpersonal skills, enhancing motivational skills etc. If we look at the data pertaining to training initiatives on technical skills, we will find that during the years 2010-11,2011-12,2012-13 such training programs were organized or individuals were deputed to reputed institutes to attend such programs. The numbers of the participants in such training during these years were 749.

Thus, it can be fairly concluded that the perception of the participants as well as the controlling officers is true to a great extent in view of the data of training during the three years. The skills of the participants have definitely enhanced and have been utilized. The overall impact was of moderate level on these dimensions. However, there is enough scope of improvement. Improving the quality of programs can have better results Adopting better mechanism of feedback as envisaged in the leadership model can also help in enhancing the effectiveness of training.

FINDINGS PERTAINING TO IMPACT ON ORGANISATION RELATED DIMENSIONS

The ultimate purpose of any training initiative is that it should contribute towards the organizational objectives and goals. The initiatives are primarily carried out to solve organizational problems and to meet the deficiencies or requirement of time and environment. The organizational success composes of multiple factors and hence the success cannot be ascertained from achievement of one single parameter. Thus broadly speaking, the following are the major areas of concern at organizational level

1. Improvement in quality
2. Improvement in productivity
3. Improvement in processes
4. Technological up gradation
5. Enhancement of customer satisfaction
6. Increased profitability

Achievement of the aforesaid success factors is essential for any organization and for its sustenance and continual growth. There are many areas and sub areas where training can provide solution to many problems if not all the problems.

The analysis of the responses of employees who have attended training and modules pertaining to organizational related dimensions has clearly revealed that Impact on organizational related dimensions moves in the range of some extent to moderate extent. This range is fairly evident from the analysis of the response which is between 35% to 45%. This shows that there is sufficient scope for improvement in training initiatives in terms of quality and quantity.

The analysis of the perception of controlling officers too have revealed that the impact on organizational related dimensions reveal that 52% do feel improvement in processes and dimensions such as quality, productivity and customer satisfaction is at a moderate level while profitability and technology are at low levels, If we compare the perception of the employees we will find that the impact of training on organizational factors is of moderate level. This indicates that there is sufficient scope for improvement and more efforts are required to make training initiatives productive and useful. This clearly shows that some link is definitely missing where the training has still do more in this area.

Now let us look at the training initiatives that have taken place during the last three years for enhancing quality productivity processes etc. During the years 2010-11, 2011-12, 2012-13, 116 such initiatives were taken up covering 233 employees. Apart from tis there were 45 initiatives where input on organizational concern was covered. In such initiatives 326 employees were covered. However, despite this fact, the impact on the organizational dimensions is at moderate level. This clearly indicates that the high numbers of initiatives are not sufficient. There should be a qualitative improvement in the training initiatives accompanied with integration of appropriate processes. The proper integration will help in enhancing the quality of the training initiatives and implementation of the initiatives in effective way.

The focus therefore should be on the quality of programs and not the quantity of the programs.

The matrix given below indicates the training initiatives/modules have been taken up during the last three years. This matrix also indicates those initiatives also in which all the three aspects were covered.