CHAPTER - IV

HRD Practices in A P Rayons
The present chapter attempts to present briefly on profile & history of Paper pulp unit about APRL. The chapter also focuses on APRL which is one of the pivotal organizations of Andhra Pradesh, engaged in the business of paper pulp. The chapter also discussed about the Milestones of A.P.Rayons, Quality Circles & Counseling Programmes in A.P.Rayons and so on. Later part discusses on 4.0 Training and Development system at A.P Rayon’s

Procedure for conducting Training Programme

➢ Guidelines as how to identify the training needs is circulated with the need survey questionnaire.

➢ Need survey questionnaire is sent to all the departmental heads & in charges in the first week of march for identifying the training need of their employee and line manager selecting programmes for individual and groups.

➢ Training needs as identified by all the departments is collected in the 4th week of the March every year.

➢ Information on training requirements as given in performance appraisal format for officers & supervisors to refer.

➢ Training needs as identified by the employees themselves in their self appraisal is referred to.

➢ Details of training requirements based on Need survey circular information from performance appraisal & self appraisal is compiled as under.
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HRD Practices in A.P. Rayon’s Limited

➢ Department-wise & category wise training requirements.

➢ Individual training requirements (specific training programmes identified by number of employees).

➢ Annual training calendar is prepared as per the identified training needs and organizational requirements.

➢ While preparing the Annual training calendar certain selected programmes which have been already identified by the top management to cater to organizational requirement are included.

➢ Monthly training schedules based on approved annual calendar is prepared to impart training to the employees.

➢ Whenever need arise, to meet specific organizational requirements, necessary changes are effected in annual training calendar & monthly training schedules as per the advice of the Top management keeping the available resources in view.

4.1 TRAINING AND DEVELOPMENT IN A.P. RAYONS LTD

The basic purpose of training for any organization is to help to meet organization objectives and goals by providing opportunities at all levels to acquire the knowledge, skills and attitudes.

The effective functioning of any organization required that employees learn to perform their jobs at a satisfactory level of proficiency. For this the employees that they need to be trained. Many training programmes have been conducted in A.P. Rayon’s limited.

A case study of training programmes in A.P. Rayon’s limited is attempted here. As a part of study various aspects of training and development which include training methods, techniques adopted to train employees, evaluation of training programmes and development activities are covered.
4.2 Main Objectives Of Training And Development In The Organization

The objectives of training and development in the organization officially started are:

1) To build a pool of competent human resource for the emerging needs of the organization.

2) To improve the knowledge and skills in attaining the organization goals.

3) To build confidence to become future leaders and change agents.

4) To enhance corporate image by enhancing and retraining goods people.

4.3 Areas Of Training And Development

Among the above discussed areas of training, training in company policies and procedures, training in particular skills, training in problem solving, apprentice training, etc., depending upon the situation and importance.

When a new employee joins in the organization he was told about company policies and procedures to be followed during the induction programme.

In this process the employee is introduced to various departments of the organization like finance, personnel, production, etc., and work attached with himself to another department on the way of process of familiarizing the policies and the personnel departments design the procedure to be followed.

The other areas of training include, training in particulars skills like communication, the skill of listening, self-awareness, motivation leadership, etc. workshops have been conducted to teach the employee. Training inputs like thinking & decision making ability to managerial level of employees.

Apart from the above areas of training the employees are trained operations. Whenever new machinery is incorporate the employees were trained so are to operate it without any problem. The senior officer in the personnel department meet and device the training policy.
4.4 Training Methods

The organization is using various methods to train their employees. Here, some training methods that are being used by the organization.

- On-the-job Training
- Simulation Method
- Lecture Method
- Job Instruction Training

Among the training methods discussed in above chapter on-the-job and lecture methods are widely used. The Job Instruction Training (JIT) imparted to the employees is a form of individual instruction by supervisor and almost similar to coaching. The techniques are targeted to acquire and to improve motor skills in routine and repetitive operations which include the following:

1) For new recruiters the management gives the induction training followed by on-the-job training. The employees are permitted to work on the machine only after attending two methods of training.

2) After training this will be evaluated about the training.

3) Preparing the trainee in terms of acquiring skill on-the-job securing his interest and attention.

4) Presenting the job operations in terms of what the trainee is required to do?

5) Refresher training programme will be given yearly also.

6) Applying and training out the instruction and.

7) Following up the training.
The organization conduct In-House training (internal) as well as outside (external) training.

**FREQUENCY:** Training programmes shall be conducted on the need bases.

**Table 4.1: Training programmes**

<table>
<thead>
<tr>
<th>S.no</th>
<th>Category</th>
<th>Need</th>
<th>Training programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Workers</td>
<td>Culture building</td>
<td>Workers development Programme (covering topic like absenteeism and its effects, yoga &amp; health conscious alcoholism &amp; effects and communication, quality energy conservation, productivity &amp; expansion).</td>
</tr>
<tr>
<td>2</td>
<td>Clerical / junior management</td>
<td>Information technology</td>
<td>Computer training Software</td>
</tr>
<tr>
<td>3</td>
<td>Middle management</td>
<td>Job competency</td>
<td>Maintenance operation Electrical instrumentation of turbo generator</td>
</tr>
<tr>
<td>4</td>
<td>Intermediate management</td>
<td>Job competency</td>
<td>DCS-OPS software development and overview</td>
</tr>
<tr>
<td>5</td>
<td>Junior management</td>
<td>Job competency</td>
<td>Training in auto cad</td>
</tr>
<tr>
<td>6</td>
<td>Junior management</td>
<td>Managerial effectiveness &amp; team building</td>
<td>Workshop on managerial effectiveness and cooperation building</td>
</tr>
<tr>
<td></td>
<td>Middle management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** office records, A.P. Rayon's Ltd., Kamalapuram.
A detailed analysis of workers revealed that there is lack of culture building. As the culture building and team building play a vital role in accomplishing the targets collectively with the help of one another. Under workers development programme for employees, which cover absenteeism and its effects, yoga and health conscious alcoholism and its effects? Quality energy conservation productivity and expansion and communication.

The clerical and junior management employees undergo the training on computer which helps them to carry out the office work in an easy way and helps in accomplishing results quickly with less time consuming. The training programme is carried out by NIIT (National institute of Information Technology).

The day-to-day advancements and the intellectual practices left the employees in backward. As part of improvement to hold the job which matches the qualification, training for job competency is carried on. In this programme middle management, junior management and few workmen were trained to guide on the maintenance, operation and instrumentation of turbo generators plant which was set up recently. The junior management of technical department was trained in auto CAD. This computer based training programme enables, the manager to design various parts through computers with accuracy and speed.

The workshops conducted on managerial effectiveness teach the manager the responsibility in managing things effectively. Apart from managerial effectiveness, they were also taught the co-operation and team building.

4.4.1 Evaluation Of Training Programmes

The evolution of training programme is most critical phase that assesses not only the quality of training imparted but also the training plan in order to see whether further changes can make it more result-oriented. Through evaluation an attempt is made to obtain information and feedback on the effects of training programme and to assess the value of training in the light of the information. The evaluation training is done at different phases like monthly, quarterly and also project wise in A.P Rayon’s. The evaluation presented in contrast with graduate engineer trainee.
In the monthly assessment report, the trainee is evaluated by the immediate superior. A rating guide consisting of outstanding, superior, sold, acceptable, marginal and most applicable used to draw a conclusion. The criteria of training include quality of work, work output, knowledge of work, application of theoretical concepts to work, understanding the related functions, safety consciousness, ability to analyze problems, communication skills, initiative and attitude. It is necessary that the form is kept complete in all respect without leaving unstamped.

The training rating is done by immediate superior of the trainee as well as head of the department concerned. Depending upon the rating, comments are furnished by the head of department, observe and suggests and the measures for training program. This is also done by functional head. Evaluation of training programme is also done by functional head. Evaluations of training programme are done on trainers and trainee interviews. The trainee interviews are carried at the end of training programme.

The reactions of trainees on training programme helps in identifying the strengths and weakness of the programme. Same situation is followed for quarterly assessment evaluation report also. Finally, the trainees suggestion is also taken and based on this, action plan is prepared for the next quarter furnished by the functional head in consultation with the head, department personnel and administration.

In case of evaluation of trainee for project assessment the observations and suggestions are made by immediate superior or project guide allot to him the attributes also include the project implement ability and its rating.

**4.4.2 TRAINING PROCESS IN A.P. RAYON’S**

- External programme – participants – feedback form. The kind of training and whether to worth attending it.

- Identification of training needs for management staff knowledge, skills, attitudes (11 & 12) employees behavior functions technical in line with department/organizational objective and business needs.
• List of participants for the training programme internal/external, worker/clerical/managerial staff.

• External programme – intimation to participant.

• External programme request for approval employee name, designation level department, remarks etc.

• Invitation to the participants.

• Nomination for the training programme.

• Training programme attendance sheet.

• Clearance certificate

• Exit form

• Candidate brief profile for machine maintenance position.

4.4.3 Training Programmes

1. Identify the training programs

2. Identify the training agencies

3. Proceeding the training

It is imparting the training programs in 2 types

• In house training (on the job training)

• Out house training (off the job training)

• Later trainee should give demonstrations.
Various training programs organized by BILT unit Kamalapuram keep in the minds of creativity and innovation it will develop the employee latent and to enhance them potential. It is required to meet the following boundaries i.e.,

- Out box training
- Looking beyond boundaries
- Creative problem solving

(I) Internal Training

- The training program has been in collaboration with ERN HWON (Bangalore).
- As part of the employee development centre development that organized a program on “enhancing managerial effectiveness”.
- The program is organized under the guidance of Indian institute of management (Ahmedabad).
- It is mainly aimed at enhancing existing managerial capabilities and adding new skills to BILT unit Kamalapuram manager’s tool kit.

(II) External Training

- External training especially on labor laws was given (all India management association).

THE NATIONAL POWER TRAINING INSTITUTE

Power training institute has given training on the programme on protection of industrial power systems. All aspects relating to protection scheme of captive generators transforms motors, power, capacitor banks and power cables protection coordination of industrial grids. LT switch gear, selection testing and performance analysis are covered in the course.
This course is specially designed for the engineers to give insight to the protection co-ordination of typical industrial installation with transforms, captive power plant and motors.

**Faculty:**

Course comprises of experts who contributed significantly in the field, senior officers from KPTCL, KPCL, CPRI manufactures, R & Installation etc.,

**Objectives:**

The importance of protection engineer cannot be over emphasized in operation and maintenance of industrial power system. The program is designed to cater to the needs of the critical requirement. It is designed to give insight to the protection co-ordination of industrial installation with transformers, captive power plant & motors.

**ii) SPM INSTRUMENT INDIA Pvt. Ltd., Hyderabad**

On the program a practical approach to conduction mentoring and corrective maintenance on the

- Shock plus analysis
- Vibration analysis
- Wear practical analysis
- Laser alignment
- Dynamic balancing etc.,
iii) THE INSTITUTE OF ENERGY MANAGEMENT

Energy audit electrical power conservation

a) Power system training

In the context of acute need for properly trained personnel to various state and regional load dispatch centers the power system training is introduced. A.P Rayon’s has also undergone many external training programmes on power system. A number of training programmes in various disciplines of power system are conducted.

b) HR Manager and Trade Unions Leaders at Delhi

To know the labor laws and recent changer in application of contract. The programme will have benefit on the industrial relations.

Energy Audit & Electrical Power Conservation:

Organized by Vishwa Bharate Educational & Charitable Trust.

International Training programme on:

- Absenteeism and effects
- Yoga and health consciousness
- Alcoholism and effects
- Communication

A.P. Rayon’s has given training for unit sewa employees areas of training are listed below:

- Chlorine Dioxide Manufacturing Process
- Chlorine Dioxide Bleaching Process
• Safe way of handling chlorine dioxide gas

• Safely measures that are required to be taken in operating chlorine dioxide

• Plant handling clo2 gas, clo2 bleaching etc.,

• Other topic that they feel for employees must

4.5 WORKERS DEVELOPMENT PROGRAM

a) A.P Rayon's

The workers educational development program by the central board for workers education. The workers development program held by central board for workers education

b) The Highlight of the program

- Liberalization & Globalization

- Challenges before Industries

c) Specific role of industry

Motivation

- flow to face challenges

- role of employee

- sense of belongingness towards industry & nation

- personality & positive attitude

- attitudinal change altitude

- positive work culture

- productivity
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- techniques for improving productivity
- techniques of communication
- effective communication skills role play exercise

This is a good programme and a change in behavior of the participants is observed.

Considering the response from the participants it is proposed to organic similar programme of other work men.

4.6 PRODUCTIVITY AND POSITIVE WORK CULTURE

Productivity: Its importance in the industry

Techniques for improving productivity
- TQM
- Kaizer & JSO
- Positive work culture
- Globalization and liberalization – challenges before industrial
- Organizational discipline
- Central board for worker education under minister of labor govt. of India organized various training programme for organized labor, unorganized labor and agricultural labor.
## TRAINING DEVELOPMENT CALENDAR FOR THE YEAR 2010 – 2011

### Table 4.2 Training Development Calendar

<table>
<thead>
<tr>
<th>SL.NO</th>
<th>PROGRAMME TITLE</th>
<th>INTERNAL / EXTERNAL FACULTY</th>
<th>DURATION OF THE PROGRAMME</th>
<th>SCHEDULED DATES</th>
<th>TARGET GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TPM AWARENESS</td>
<td>TPM CELL</td>
<td>2 HOURS</td>
<td></td>
<td>MCS &amp; WORKMEN</td>
</tr>
<tr>
<td>2</td>
<td>JISHU HOZEN</td>
<td>TPM CELL</td>
<td>3 HOURS</td>
<td></td>
<td>MCS &amp; WORKMEN</td>
</tr>
<tr>
<td>3</td>
<td>ACCIDENT ANALYSIS</td>
<td>SAFETY DEPT.</td>
<td>2 HOURS</td>
<td></td>
<td>MCS &amp; WORKMEN</td>
</tr>
<tr>
<td>4</td>
<td>SAFETY AWARENESS</td>
<td>SAFETY DEPT.</td>
<td>3 HOURS</td>
<td></td>
<td>MCS &amp; WORKMEN</td>
</tr>
<tr>
<td>5</td>
<td>WORK AT HEIGHTS</td>
<td>SAFETY DEPT.</td>
<td>6 HOURS</td>
<td></td>
<td>MCS &amp; WORKMEN</td>
</tr>
<tr>
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<td>WORK PERMITS</td>
<td>SAFETY DEPT.</td>
<td>3 HOURS</td>
<td></td>
<td>MCS &amp; WORKMEN</td>
</tr>
<tr>
<td>7</td>
<td>BEHAVIORAL SAFETY</td>
<td>SAFETY DEPT.</td>
<td>3 HOURS</td>
<td></td>
<td>MCS &amp; WORKMEN</td>
</tr>
<tr>
<td>8</td>
<td>ONSITE EMERGENCY PREPAREDNESS</td>
<td>SAFETY DEPT.</td>
<td>3 HOURS</td>
<td></td>
<td>MCS &amp; WORKMEN</td>
</tr>
<tr>
<td>9</td>
<td>ISO WORKSHOP</td>
<td>ISO CELL</td>
<td>6 HOURS</td>
<td></td>
<td>MCS</td>
</tr>
<tr>
<td></td>
<td>Course</td>
<td>Location</td>
<td>Duration</td>
<td>Instructor(s)</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>HIRA REVIEW</td>
<td>ISO CELL</td>
<td>4 HOURS</td>
<td>MCS</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>ISO TRAINING</td>
<td>ISO CELL</td>
<td>6 HOURS</td>
<td>MCS</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>FIRE SAFETY</td>
<td>DYC MANAGER, FIRE FIGHTING &amp; SECURITY</td>
<td>3 HOURS 3 HOURS 4 HOURS</td>
<td>MCS &amp; WORKMEN MCS &amp; WORKMEN MCS &amp; WORKMEN</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>PROBLEM SOLVING TOOLS</td>
<td>QUALITY CIRCLES</td>
<td>6 HOURS</td>
<td>MCS</td>
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</tr>
<tr>
<td>14</td>
<td>ENERGY MANAGEMENT</td>
<td>ELECTRICAL UNIT</td>
<td>4 HOURS</td>
<td>MCS</td>
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<tr>
<td>Sl.No</td>
<td>PROGRAMME TITLE</td>
<td>INTERNAL / EXTERNAL FACULTY</td>
<td>DURATION OF THE PROGRAMME</td>
<td>SCHEDULED DATES</td>
<td>TARGET GROUP</td>
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<td>--------------</td>
</tr>
<tr>
<td></td>
<td>TECHNICAL / FUNCTIONAL TRAINING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PERSONNEL &amp; ADMINISTRATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>WAGES AND SALARY ADMINISTRATION</td>
<td>INTERNAL</td>
<td>3 HOURS</td>
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<td>MCS</td>
</tr>
<tr>
<td>2</td>
<td>NEGOTIATION SKILL</td>
<td>EXTERNAL</td>
<td>4 HOURS</td>
<td></td>
<td>MCS</td>
</tr>
<tr>
<td>3</td>
<td>FUNDAMENTAL OF LABOUR LAWS</td>
<td>INTERNAL / EXTERNAL</td>
<td>4 HOURS</td>
<td></td>
<td>MCS</td>
</tr>
<tr>
<td>4</td>
<td>CONTRACT LABOUR MANAGEMENT</td>
<td>INTERNAL / EXTERNAL</td>
<td>4 HOURS</td>
<td></td>
<td>MCS</td>
</tr>
</tbody>
</table>
TRAINING DEVELOPMENT CALENDAR

<table>
<thead>
<tr>
<th>SI. No.</th>
<th>PROGRAMME TITLE</th>
<th>INTERNAL/EXTERNAL FACULTY</th>
<th>DURATION OF THE PROGRAMME</th>
<th>SCHEDULED DATES</th>
<th>TARGET GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COMMUNICATION FOR MANAGERIAL SUCCESS</td>
<td>SR. MANAGER-HRD</td>
<td>3 HOURS</td>
<td>MCS</td>
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<tr>
<td>2</td>
<td>POWERPOINT PRESENTATION SKILLS</td>
<td>OFFICER-HRD</td>
<td>3 HOURS</td>
<td>MCS</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>BUSINESS ETIQUETTE</td>
<td>SR MANAGER-HRD</td>
<td>6 HOURS</td>
<td>MCS</td>
<td></td>
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<tr>
<td>4</td>
<td>EFFECTIVE COMMUNICATION SKILLS</td>
<td>OFFICER-HRD</td>
<td>3 HOURS</td>
<td>MCS &amp; WORKMAN</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>CREATIVITY &amp; INNOVATION</td>
<td>EXTERNAL</td>
<td>6 HOURS</td>
<td>MCS</td>
<td></td>
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<tr>
<td>6</td>
<td>EMOTIONAL INTELLIGENCE</td>
<td>EXTERNAL</td>
<td>4 HOURS</td>
<td>MCS</td>
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<td>7</td>
<td>ART OF PUBLIC SPEAKING</td>
<td>EXTERNAL</td>
<td>4 HOURS</td>
<td>MCS</td>
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<td>8</td>
<td>STRESS MANAGEMENT</td>
<td>EXTERNAL</td>
<td>2 HOURS</td>
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</tr>
<tr>
<td>No.</td>
<td>Program</td>
<td>Instructor/Role</td>
<td>Hours</td>
<td>Method</td>
<td></td>
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<tr>
<td>-----</td>
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<td>----------------</td>
<td>-------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Time Management &amp; Work Life Balance</td>
<td>EXTERNAL</td>
<td>3 HOURS</td>
<td>MCS</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Positive Attitude &amp; Motivation</td>
<td>OFFICER-HRD</td>
<td>4 HOURS</td>
<td>MCS &amp; WORKMAN</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Problem Analysis &amp; Decision Making</td>
<td>SR. MANAGER-HRD</td>
<td>3 HOURS</td>
<td>MCS</td>
<td></td>
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<tr>
<td>12</td>
<td>Team Building</td>
<td>SR. MANAGER-HRD</td>
<td>4 HOURS</td>
<td>MCS</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Leadership</td>
<td>SR. MANAGER-HRD</td>
<td>3 HOURS</td>
<td>MCS</td>
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<tr>
<td>14</td>
<td>Finance for Non-Finance</td>
<td>MANAGER-ACCOUNTS</td>
<td>3 HOURS</td>
<td>MCS</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>HR for Non-HR</td>
<td>SR. MANAGER-HRD</td>
<td>3 HOURS</td>
<td>MCS</td>
<td></td>
</tr>
</tbody>
</table>

- Apart from the training programmes based on monthly training schedules, as & when required additional training programmes are also organized to meet the immediately arising training requirements.

- Programmes are organized as per monthly training schedule.
Training for existing personnel

- Existing personnel are trained through internal & external training programmes based on training needs.

- Following programmes which have already been identified keeping organizational requirements in view are considered for different category of employees.

- Apart from these programmes employees are also exposed to other training programmes based on ongoing training need identification (i.e. annual training needs survey).

Training for Workmen (Opr)

- For all workmen (Opr) : TQM & ISO-9001 Safety.
- Environment Mgt. & ISO-14001 TPM.
- For maintenance crew : Workmen Skill Development Modules
- For Operational Workmen: Process Educational Modules.
- For Contractor Worker : Safety & EMS

Training for Supervisors / Workmen Staff

- For all : TQM & ISO – 9001.
- For process Personnel : Process Education.
- For maintenance Personnel: Systematic plant
Training for Senior executives (Mgr. / DGM / GMs)

- TQM & ISO -9001
- Strategic planning.
- Environment Mgt. & ISO – 14001
- TPM Awareness

Training system for freshers & existing employees

Training system for fresher (E.T, GET, OT, S.A, W.T, & T.A)

Procedure:

- On joining, Trainees are given orientation about the organization, their role in the organization and “Quality Policy” & “Environment Policy” and organisation too.

- Their names are entered in the register. Each trainee, on the first day of joining, is provided with “QUALITY POLICY” & “ENVIRONMENT POLICY CARD”.

- Orientation schedule to acquaint the trainee with organization is chalked out on the standard format specifying duration of orientation training for different category of trainees which is as under.

  G.E.Ts, OTS & S.As : 10 days
  W.Ts : 7 days
On Placement for on the Job Training:

- On completion of orientation training departments provide on the job training to trainees are placed in specified.

- Each trainee is attached to a trainer an officer nominated by the management role of the trainer is to provide guidance to the trainee & to ensure his performance to carry out the present & future tasks assigned to him.

- Following training programmes which have already been identified keeping in view the organizational requirements are considered for trainees before the completion of training period TPM, Safety, First aid, Fire prevention, Environment – Mgt. & cost awareness.

- Apart from the above training programmes, trainees are exposed to other training programmes based on identification of training needs (on going), which is done annually.

Monitoring training programmes of trainees:

- Quarterly assessment forms are issued to departmental head in charges and the same is collected. Final assessment before the assessment panel is organized.

Training for graduates/technicians/trade apprentices under act 1961

There is a well laid out training system for the above category personnel

- Induction training

- Weekly class room training

- On the job training
Training for graduate/Technician & Trade Apprentices under statutory act 1961

This method is applicable for all the category trainees undergoing training under apprentices Act 1961.

- Arrange training & placement in specific department (In coordination with Peers. Department) as per requirements & laid down norms.
- Organize class on 1) TQM 2) Induction 3) Safety 4) Discipline 5) TPM.
- Arrange execution of contract of apprenticeship & forwarding the same to corresponding directorate for registration.

Daily dairy

- Issue daily diaries with instruction sheets to every apprentice and ensure maintenance, putting up before the trainer and DGM (HRD) on alternate months.
- Determine the training requirements for employees keeping in view the organizational/Departmental goals, assigned tasks and knowledge, skill and attitude required to perform the tasks effectively.
- While determining training requirements, training programmes the employees have already been exposed to, is to be taken into consideration. Do the employees need refresher/repeat course on the same topic already exposed or any other training programmes to be exposed.

New Employment

For a new recruit, who has joined directly on probation, after all the joining formalities are completed, he is inducted by the Personnel & HRD Department and is then sent on orientation training programme to all the departments of the mills, so that he familiarize himself with the functions of the various departments. After the organization training programme is over, the new employee is placed in the
department for which he has been recruited. Thereafter, the departmental head will brief about the recruits duties to be performed and the manner in which to perform.

Categories of Trainees

A.P Rayon's generally employees the following six categories of trainees:

a) Management Trainee (MT)

b) Graduate Engineer Trainee (GET)

c) Executive Trainee (ET)

d) Staff Apprentice (SA)

e) Trade Apprentice (TA)

f) Craftsman Trainee (CT) Workman Trainee (WT)

Duration of Training

As per the training scheme, the duration of training for MT, GET, ET is for a period of 1 year. Training duration for SA & CT/WT is 2 years.

Training Stipend

The training stipend is fixed as per the TRAINING scheme and different categories of trainees have different stipend rates. The stipend rates are revised by the management from time to time. During the interview itself the trainees are informed by the personnel department about their stipends and the salary and designation they will get on successful completion of training.

Accommodation

Management trainees, Graduate Engineers trainees and executive trainees are accommodated in the bachelor's hostel and staff apprentice are accommodating in the staff apprentice hostel. Mess facilities are available in both the hostels. The hostel
messes are run by inmates themselves. Trade apprentices and craftsman trainees/workman are also provided accommodation based on the availability of accommodation facilities.

**General Orientation and Placement**

After joining formalities are completed by the personnel Department the trainee is introduced to Vice President (Works). He, then given detailed introduction of the Organization, company and the mills. He is thereafter sent to the training department where his orientation training programme in different departments is chalked out for a specific period, so that he can get an idea of the various functions of each department and he can also meet the people who are working there. Before going orientation training, the trainee is briefed about the safety aspects. Safety precautions have observed strictly and the trainee is not allowed to operate or handle any equipment or machinery until he is fully trained to operate the same.

After completion of his orientation training the trainee is required to submit the training department a detailed report about his orientation training, mentioning all his observations. After completion of orientation training, the trainee will be placed in respective department for intensive training for the rest of the training period.

**Daily Dairy and Weekly Talks**

All trainees are expected to have dairy with them where they should record their observations on a daily basis. They should try to give suggestions to improve productivity and methods. In facts, they are encouraged to show creativity and innovativeness. Hence, their suggestions are welcomed. Weekly lectures/talks are arranged by training department on every Sunday and the training centre. Trainees are advised to attend all the talks regularly. They are also advised to undergo Total Quality Management (TQM), Fire-Fighting, safety and first aid courses during the training period. The trainees are required to report of the HRD department once in a
month with their dairies. Review of progress of training is made during these monthly meetings.

**Trainers**

All the trainees will be put under specific trainers, who will coordinate their training schedules and guide the trainees on a daily basis. The trainees are required to have very close rapport with their trainers.

**Attendance**

The training schedule is to be strictly followed and all trainees should report to the department head/in charges at regular interval. No trainee should leave his place of training/work without permission. To record attendance, all categories of trainees, expect the trade apprentice and craftsman trainee/workman trainee mark their attendance by entering the attendance recording card inside the card reader. Craftsman trainee/Workman trainee and trade apprentice mark their attendance card to the concerned authorities.

**Assessment**

Quarterly assessment for trainees is carried out to ascertain the training progress of the trainees. This emphasis on HRD work is not just for the sake of working hard. What is watched, as a final result is effectiveness? The basic purpose of all the trainees should be effective, which means to get the described jobs done.

To achieve these norms, the trainees should set goals for themselves and be internally driven for achieving them. The emphasis is on self-motivation and minimum supervision.
There are basically three elements of the company’s policy towards an individual which are:

1) A person must get a reward based on his performance.

2) Everyone, given training, time and opportunity is capable of excellent performance.

3) A person who displays necessary abilities in his performance deserves to be given an opportunity with higher responsibilities even if the new job means a charge of function.

The company further lays great stress on human relations, knowledge and motivation alone are enough to succeed in ones job. The trainees will need to cultivate skills to handle people viz., skills of persuasion to gain acceptance and participation for subordinate’s skills in effective communication. Company also lays great stress in participation an extracurricular activities viz., games, sports and social activities help build up team-spirit, leadership and harmony.

4.7 PERFORMANCE APPRAISAL SYSTEM, REVIEW AND FEED BACK

PERFORMANCE APPRAISALS

Performance Appraisal: Analysis, review and evaluation of performance or behaviour of an appraise, in any manner- format or informal, oral or documented, open or confidential- at any point of time and for any purpose.

Purpose of performance appraisal

1. **Performance enhancement**: Through MBO or similar goal setting & work planning processes to achieve business goals.

2. **Motivation**: Providing feedback, counselling, joint goal setting, work planning, self-appraisal etc to keep the individuals motivated.
3. **Development**: Coaching and counselling for development of individuals.

4. **Personnel Decision Making**: Decision on increments, promotions, transfers.

**Benefit to Appraisers**

- **Enhance Productivity**: Allows the Appraiser to concentrate efforts on the more productive managerial tasks and activities.

- **Better work relationship**: Creates a more harmonious, less adversarial, working relationship between the Appraisal and Appraise.

- **Better Output**: Improved productivity of the work group.

**Benefits of Appraise**

- **Clarity of work Expectation**: What am I expected to do?

- **Feedback on Performance and Progress**: How well am I doing? Feedback sustains appraises morale.

- **Opportunity for Growth**: what are my strengths & weakness? Provides training and development opportunities to prepare for greater responsibilities.

- **Autonomy**: Empowers Appraisers to “Manage” their own jobs and correct their own work errors. How can I do a better job?

**4.8 MILE STONES FOR AP RAYONS**

Appraisal Year: July to June (same as Accounting Year)

Annual Goals/ Target Setting: During June/July

Company strategic plan, annual plan/ budgets ready before goal setting

Top down approach, goals of business Head / Plant Heads/ Functional heads set first and available to managers at next levels. Targets cascade down.

Annual Performance Evaluation: During June/July along with ratings and performance feedback sessions (followed by Reviewer’s review, distribution of ratings and increment/promotion decisions).

Performance Parameter’s/ KRAs/ GOALS/ TARGETS

Performance parameters/goals are specific results expected of an appraise, which integrates the Appraiser’s performance with the corporate goals and strategies. Achievement of the performance targets of individual Appraise helps the organization to achieve the overall business goals.

Performance Targets Should Be:

- **Significant**: The appraisee should feel that the targets are important and will make a difference to the overall effort of the department/division.

- **Simple**: clear and easy to understand.

- **Specific**: The Appraise needs to know exactly what he is expected to achieve.

- **Measurable**: Performance must be measurable in terms of quantity, quality, time and cost.

- **Optimal**: Number of targets not too few, not too many. A set of 5 to 6 meaningful and worthwhile goals is better than 50 goals.

- **Attainable yet Challenging**: The appraise must recognise the goal as realistic and within the control of the Appraise. Setting easy goals does not lead to improved performance. Goals must have an element of ‘Stretch’ to be really challenging and motivating.
> **Resource Defined:** Achieving results at any cost and with unlimited resources is no achievement. Excellence means achieving results within pre-determined costs and resource parameters.

> **Time bound:** The appraise must know by when the achievement is expected. Tasks should be phased into smaller chunks with time targets. Frequent monitoring provides timely corrective action when things tend to go wrong and avoid surprises at the end of the years.

> **Prioritized and weighted:** The Appraise needs to know which goals are most important in terms of their weight ages and order of priority.

### Target Settings- Linking Strategy to operations

Recent research has shown that all High Performance organisations have sound Performance Management Systems with rigorous performance planning, implementation, review and consequence management.

### Strategy & Daily Operations

Any Business Strategy must be achieved through daily activities in its key processes at the operational level- and to do so, the high level strategy must be translated into operational objectives, measures, targets and initiatives. An effective performance management system helps in integrating the strategic objectives with daily activities of individuals.

### Hoshin Kanri Policy Development:

Hoshin Kanri is the application of Deming’s PDCA cycle to business systems and processes for accelerated improvement of business performance. Hoshin development is a **step by step planning, implementation and review process** for achievement of strategic business objectives. Underlying principles of Hoshin Kanri are:
A business is a set of coordinated process.

For every business process there has to be metrics to measure the levels of performance. ‘What gets measured gets done’.

A business operates at two levels: the strategic planning level and the daily management level that addresses the more routine of the business operations. The latter must be aligned towards the achievement of the former.

Starting with the top management vision, a set of coherent, consistent understandable and attainable policies, action and desired levels in form of detailed action plans measures of achievements and review mechanisms.

Continuous improvement is achieved through repeated deployment of the PDCA

PDCA (Plan-Do-Check-Act) cycle.

THE BALANCED SCORE CARD (BSC)

Suggested by Norton and Kaplan in 1992, the BSC is now widely used as an organizational Performance Management and Enhancement tool. The concept is similar to Hoshin with an emphasis on two basic premises.

What gets measured gets done? To improve performance, one needs to measure performance accurately and timely. Defining a set of measurable Performance Parameters (Score Cards) is the first step. Immediate financial performance is not the only measure of long term business success. There has to be balance between short term and long term objectives, between financial and non-financial measures, between leading and lagging indicators and between internal and external performance measures.
The Four Perspectives of Balanced Score Card

1. Financial Perspective

2. Customer Perspective

3. Internal Processes Perspective

4. People-learning and Growth Perspective

The Balance Score Card methodology forces you to look at the business in a broader perspective. The ultimate purpose of any business is to achieve financial success. Businesses can do so only by satisfying their customers. In order to satisfy the customers, an organization must optimize its internal value creating processes. To do so, its employees must learn and grow in their individual capacities.

The BSC integrates four essential but related perspectives of a business in a logical manner and aligns day to day actions to the overall business strategy, without the risk of overlooking any important parameter that impacts the business. BSC is applicable at all levels through a systematic top-down planning and bottom-up monitoring process.

HOW MANY GOALS/TARGETS?

Both Hoshin and the balance score card emphasizes identification of a few breaks through initiatives (Juran’s Vital Few). Our refined Performance Appraisal System (being introduced from 2003-04) suggests setting around 5 KRA’S

Monitoring Performance

Measuring the parameters of performance on a regular basis leads to identify performance gaps. Done in real time, remedial actions can be initiated to bridge the gaps. IT is of great help in this regard. Packages are available for on-line Performance monitoring and management of individual managers.
Some points for effective Target setting

a) Look at the business activities from a balanced perspective—finance, customer, process and learning and growth. Include critical success factors in these areas as performance targets. We already have Customer service (external & internal) and HR (development of self and subordinates) included in our set of goals.

b) Limit the no targets to 5. Assign weight ages to individual KRA’s as per their contribution to overall results.

c) For a few of the important KRA’s do a detailed action planning with milestones and time targets.

d) For each KRA, establish practical metrics. If you cannot track the performance, it does not qualify as target.

e) Adopt a frequent monitoring system. At least one formal review for every six months.

CHECKLIST TO ASSESS PERFORMANCE TARGETS

To ensure that you and your Appraise have established quality goals and objectives, use the following checklist:

➢ Do the tasks have a direct linkage to the overall organizations/functions/dept goals? Do they contribute to the BIG PICTURE?

➢ Are these the most important things the Appraise should do?

➢ Does the set of targets cover all important perspectives like financial/production, customer, internal processes, self and subordinate’s learning and growth?
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➢ Are the targets expressed in quantified terms and systems exist to measure performance?

➢ Are important milestones specified to enable periodic monitoring?

➢ Do the goals contribute to improving the internal processes or removing the bottlenecks or constraints in the respective area?

➢ Can the appraise be realistically expected to achieve the targets? Has the appraise had success with similar work in the past? Does the appraise have / can acquire the necessary skills/ knowledge required to perform the tasks?

➢ Is the performance targets manageable?

➢ Will achievement of the targets raise the bar from status quo?

➢ Will the goals sustain in the interest and enthusiasm of the appraise?

➢ Is sufficient time (not too little, not too much) available to achieve the goals?

➢ Have we provided the requisite implements and resources for enabling performance?

PERFORMANCE APPRAISAL REVIEW

The Objectives of Performance Review

➢ To review the achievement of the performance parameters/ KRAs set in the beginning of the year and arrive at remedial action plan if required.

➢ To have a formal appraisal meeting between Appraiser and the Appraise to discuss specifically the performance of the Appraise.

➢ To provide feedback and counselling to the Appraise to perform better, to help remove bottlenecks if any.
➢ To consider future development opportunities and establish a training (during annual review).

➢ To establish goals and objectives for the next period (during the annual review in a separate in the beginning of the year).

**Performance Review Discussion**

Performance review Discussion (PRD) is the formal process of periodic monitoring and review of performance of an Appraise. PRD is done through structured meeting between the APPRAISER and his Appraise with a pre-determined agenda. This is an important tool in the hands of a manager who is responsible for getting the work done by his people. A typical PRD session takes an hour or even more but is a highly productive use of the time of a busy manager in terms of results. Therefore, it is necessary for Appraisers to develop expertise in conducting the PRD meetings.

**Preparing for the PRD sessions**

➢ Arrange the meeting at a mutually convenient time to ensure the full attention of both parties; yourself and your Appraise. Scheduling the meeting well in advance and at a time convenient to the Appraise demonstrates your care for the Appraise and sets good tone for the meeting.

➢ Ensure that adequate time is allocated to the meeting. Do not rush through the discussions. Normally a good PRD would require about one hour.

➢ The meeting must be conducted in a private at a place outside the Appraisers officer and where possibly of interruptions is minimal. Divert telephone calls and inform colleagues that you will not be available. This will promote smooth conversational flow and demonstrate your commitment.

➢ Give the Appraise adequate notice so that he has sufficient time to prepare.
Consider the appraises strengths and development opportunities; contemplate the training plan and goals. It is necessary that you have some ideas of what you wish to achieve and the method of accomplishment. Do not complete these sections in the Performance Appraisal and development plan document; they must be discussed with the Appraise and agreed.

Conduct the PRDs in time.

MAINTAIN PERFORMANCE DATA

Objective and accurate information about the performance, activities and events concerning the appraiser is the key to successful performance appraisal. Performance information should be collected frequently and form various sources such as:

- Observation
- Work samples
- Specific events
- Customers comments
- Achievement/non-achievement of key tasks
- Other data/ MIS reports.

In some cases, a third party, such as a customer or supplier within the organization, who has regular contact with the Appraise may be a useful source of information. Appraisers behaviour in yours presence may not be his representative behaviour with a customers or suppliers. When using third party information, you must ensure that they are based on facts rather than on subjective judgements. These day's organizations are increasingly using 360 degree feedback to obtain information from all relevant sources.
Performance Diary: All information gathered must be documented. Ensure that all types of information are gathered—both positive and otherwise. It is a good practice to maintain a ‘Performance Diary’ of your Appraises. Note down significant events and happenings in it. Time spent in gathering information is time invested well.

**Structure of the PRD meeting**

- Explain the objectives of the meeting and clarify the structure of the meeting to follow.

- Review the achievement of Performance targets one by one.

  ➢ Focus on good performance first and then move towards the areas of poor performance. It is important to tell the appraise what he/she is doing right.

  ➢ Provide specific examples to illustrate your evaluation. This will demonstrate the validity of your assessments and encourage acceptance. The Appraise is more likely to accept a well-reasoned statement rather than an unsupported declaration.

  ➢ Ensure that the oral and written aspects of the appraisal are consistent. Do not write one thing and say another.

    - Ask the Appraise for his reactions and views.

  ➢ Request the Appraises overall reaction first, and then ask for his views on specific items.

  ➢ Ask the Appraise to tell you his rationale behind these views.

  ➢ Do not debate the appropriateness of the Appraisers reaction; this stage is for information seeking purpose only.
➢ Take accurate notes for future reference.
   
   o Summarize the Appraise's views to ensure understanding.

➢ Clarify the Appraise's views to ensure understanding.

➢ List the areas of agreement and disagreement.

➢ Give the Appraise the opportunity to correct your summary or to add further thoughts.
   
   o Return to the areas of disagreement and try to reach consensus.

➢ Review the items one at a time.

➢ Respond to the Appraise's comments.

➢ Clarifying your reasoning.

➢ Be prepared to amend your ratings, if necessary, in the light of new information.
   
   o Discuss the Appraise's strengths.

➢ Ask the Appraise what he/she believes to be his strengths.

➢ List the Appraise's most valuable skills and abilities.

➢ Be specific, illustrate with examples pertaining the job.
   
   o Discuss development opportunities.

➢ Ask the Appraise where he/she believes performance could have been better.

➢ List areas where you feel performance could be improved.

➢ Be specific. Ask the Appraise if there are any areas of the job where you can provide assistance.
○ Establish a training and development plan in conjunction with the Appraise.

○ Give the Appraise an opportunity to discuss any outstanding issues pertaining to the appraisal. These may be recorded on the appraisal form.

○ Establish goals / KRA's and performance standards for the next period.

**GIVING FEEDBACK**

Feedback informs the Appraise how well he/she is doing. It is not just a statement of actual results but a comparison of performance against expected results. It should indicate the relative degree of success, not just whether or not the Appraise did a task correctly. Failure to provide feedback communicates the message that no one cares about the Appraise's performance. Research shows that many appraisers are uncomfortable in giving negative feedback and there are away from doing this job at the appropriate time, postponing it to the judgment day. The accumulated feedback becomes so unpalatable and unmanageable that it is often totally avoided.

**Feedback should be:**

➤ Easily understood: keep it simple. Do not present so much data that it becomes difficult to interpret.

➤ Frequent and at a time close to actual performance: quick feedback enables the Appraise to adjust performance before it deviates too much from the required level. The key is to catch problems while they are small and can be easily solved. If you have observed something, do not wait for the next performance review meeting to give feedback. Provide it then and there.

➤ In Private: ‘Praise in public and reprimand in private’: The performance review feedback sessions should be conducted in private. Publicly disclosed
individual feedback can be promoting intra-organizational competition which tends to be counter-productive to teamwork and cooperation.

➤ If you provide the Appraise with adequate feedback throughout the appraisal period, the Appraise should hear nothing new at the final appraisal meeting. In other words both parties will have no surprises. The Appraise will know what to expect and therefore should experience the Appraisal meeting as a goal setting and problem solving discussion.

Guidelines for Giving Effective Feedback

1. **Consider the needs of other**- The primary reason for giving feedback should be to help your Appraise grow. When growth is not the motivation, feedback can be destructive. For example, an angry person may give feedback with a desire to hurt a person who is made him angry and not for his development. Feedbacks which are motivated by self-serving interests are not feedback but self-gratification.

2. **Describe behaviour only; do not attempt to interpret**- Overt behavior is highly objective and observable. When one attributes a motive to another person’s behavior, one is interpreting a person’s intention. This puts a person on defensive and causes him to extend energy on explaining and defending the behavior. In such a situation the feedback is not likely to be used, regardless of how helpful it might be.

3. **Focus on the behavior that can be changed**- Effective feedback is aimed at behaviors that are relatively easy to change. Our personal styles have developed through years of responding in certain ways. To receive feedback or advice on personal habits can be frustrating because these behaviors can be difficult to change.

4. **Be Specific**- When the feedback is specific, the person receiving the feedback will know which behavior is being discussed. Accordingly he can change or modify.

5. **Be non-judgmental**- Feedback is not objective and is rarely constructive it is based on personal interpretation. This type of evolution is often perceived as a personal attack. When giving feedback, one must respond not to person’s perceived personality
but to his actions. When people are told that they are stupid or insensitive, for example, it is extremely difficult to respond calmly and objectively. A person sometimes may act unthinkingly or behave in an insensitive way, but this is not a proof stupidity or insensitivity. Evaluation casts people in the roles of judge and defendant, often with disastrous effects.

6. **Offer a freedom of choice**- A person should have the freedom to use feedback in any meaningful way without being forced to act in a particular manner. A giver of feedback who tells a person to change is attempting to set the standards for right and wrong or good and bad behavior and is judging the other person against these standards. Imposing standards on other expecting them to change arouses resistance and even resentment.

**Role of HRD Facilitator (Very critical & sensitive)**

1. To ensure that the review process is robust and seriously done.

2. HRD Facilitator will not interface or participate in KRA (parameters/Targets) Review Process.

3. To ensure complete confidentiality about discussions.

4. To issue appraisal to appraise for self appraisal.

5. To ensure that adequate notice (at least one week) is given and date/time is fixed.

6. To ensure adequate that palace of reviews does not have any interruptions.

7. To ensure adequate time (one-hour or more) is spent on review.

8. To fill up the checklist and share it with appraiser after reviews is over and the appraise has left.
THE EMPLOYEES COUNSELING PROCESS IN AP RAYONS

Counselling requires certain interpersonal skills, which can be acquired if an Appraiser is genuinely interested in developing his subordinates. Good Appraisers counsel their Appraises regularly in their jobs whenever a necessity arises. Performance reviews provide opportunities for formal counseling.

A formal counseling process passes through three phases; rapport building, exportation and action are planning.

Phase I: Rapport Building

Rapport building is essential for any effective counseling outcome. Rapport building phase involves generating confidence in the Appraise to open up and frankly share his perceptions, problems, concerns, feelings etc. The Appraiser should level himself with his Appraise and tune himself to his orientations. Adopting the Appraisal’s frame of reference can do this.

Attending: Opening phase of counseling is very important in rapport building. General opening rituals may communicate the message of attending to the counselee and give importance to the counselling transaction. Inviting rituals like offering a seat, closing the door to indicate privacy, asking the secretary not to disturb or not to pass on the telephone calls during the session indicate that the Appraiser is attending to the counselee. However, all such rituals should come out of genuine concern and attempt for full attention to the Appraise.

Listening: Listening is important for an effective counselling. Listen to what the Appraise says (verbal), as well as to his feeling and concerns (non-verbal) by observing his body language. A physical posture of leaning forward and keeping eye contact with the Appraise are indicators of listening.
Acceptance: Establishing a climate of acceptance is necessary part of establishing rapport. The Appraise must feel that he is wanted and his Appraiser is interested in understanding him as a person, rather than as a role or a position in an organization. The Appraiser communicates this to the Appraise by listening to all the problems of the Appraise and communicating back to the Appraise that he is listening by paraphrasing, mirroring or reflecting what he Appraise says. For example, when an Appraise says, ‘I am really mad. I have tried to do my best in the past. I have worked twice as hard as one else in the office. But I never got a promotion’, he is expressing his anger. The appraiser may reflect back and say, you feel that your superiors have not shown proper recognition for your hard work’. Such a reflection or mirroring would help the Appraise feel that he is being understood and that his Appraiser is interested in him. This builds a climate of acceptance and facilitates the process.

Phase II: Exploring

The Appraiser should help the Appraise understood his own situation, strengths, weakness, problems and needs rather than pointing out these directly. Nobody likes his weakness pointer out to him directly. Counseling skill lies in making the appraise discover his own weakness, and identify his problems, search various dimensions of the problem, or discover unidentified problems and bring to surface unnoticed issues. Ask open-ended questions and encourage the Appraise to talk leading to him discovering the issues.

Problem identification: After general exploring, ask questions to help the Appraise focus on the identified issues and narrow down focus to specific problems. For example, if the Appraise feels that others do not cooperate with him, the Appraiser may ask questions to narrow down the problem to the appraises relationship with a few colleagues and then ask questions to help the Appraise see what he does that may be preventing cooperation. Eventually the problem may turn out that the Appraise style of handling competitive relationships hinders collaboration.

Diagnosis: Diagnosis of the problem is the next step. Open questions like “Why do you think are put off when you talk with them?” Can you recall occasions when you
got full cooperation?"? What do you attribute it to?" What personal limitations
mainly bother you? Etc. may help the Appraise move towards a better diagnosis. The
attempt should be to generate several alternatives causes of problem.

Phase III: Action Planning

Appraisers are exposed to guide their Appraise and contribute to their
development. Counseling interviews should end with specific plans of action for
development of the Appraise. Identifying a training need, job rotation, sponsoring for
further training, increased responsibility, role clarity etc. are some of the likely
outcomes in such action plans. Three sub-phases can be identified in action planning.

Searching: The main contribution of the Appraiser to action planning is to help the
Appraise in thinking of alternative ways of dealing with the problem. You may
encourage the Appraise to brain-storm alternatives. At a later stage, you may also add
to this list of alternatives for further exploration. This should, however be done only at
the end and the Appraise should be encouraged to generate alternatives.

Decision Making: After the alternatives have been generated, the Appraiser may help
the Appraise the advantages and disadvantages of each alternative raise questions on
the feasibility of the various alternatives and help finalize a plan for implementation.

Supporting: The final and the crucial stage of counseling are to communicate support
in implementing the agreed action plan. Psychological contract of providing help
should emerge after considerable exploration and discussion. Support offered should
be towards increasing the autonomy of the Appraise and not his dependence on the
Appraiser. Also design a schedule for monitoring the Action Plan.
QUALITY CIRCLE PRACTICES IN AP-RAYONS

INTRODUCTION:

It was known that after the ravage of the Second World War, Japan was frantic to put its industries back on their feet and for this purpose they sought the assistance of America Management experts to help them in this direction.

Dr. Edward Deming of USA, taught the Japanese on statical quality control techniques and Dr. Joseph juran, another American specialist, developed a series of lectures on management of quality for different organization in japan. While such a timely help from the Americans did help the Japanese to adopt modern management tools for improving their industries. They realized that in order to overcome the long standing image of Japanese goods was shoddy and cheap, they had to evolve their own techniques to have an edge over western products and to be competitive in the Industrial market.

Such an anxiety, for their very survival promoted the Japanese to organize massive training to all sections of employees on quality and productivity. It was then they realized that the workers given opportunity are capable of using their own brain power and using their creativity for identifying the problems, resolving them and ensuring the implemented of their own recommendation. They believe that it is the workers, who knows best what the problems in his area are and how best they could be solved. The worker would be motivated to take active interest in bringing about improvement in his work only if he has a say in decision affecting them.

It was thus, that in the year 1962 unless the leadership of prof. Kaora Ishikawa, the first ‘Quality Control Circles’. The concept soon spread all over japan and become a movement which has now more than ten million workers involved in the Quality circles. Now over 50 countries in the world including U.K., Philippines, Australia, Sweden, India etc. are operating Quality Circles.
In this ironic that the concept of Quality Control and its derivatives, Quality Circles had their own origin in US and were exported to Japan for implementation, while the organizing country has almost ignored it till a couple of years ago.

INDIAN EXPERIENCE ON QUALITY CIRCLE:

The term Quality Circle has become a buzz word in Indian Management in recent years. In Indian, BHEL was the first industrial organization to launch Quality circles in 1980 at its Hyderabad plant under the leadership of S.R. Udpa. After a month of launching the first Quality circles made a presentation of the case studies of the problems identified and resolved by them to the top management. Then the workers in other areas started voluntarily came forward to start new quality circles. This provided that cultural heritage or industrial background has no barrier to the effective implementation of Quality Circles. With the total support of chairman and managing director of BHEL, the movement spread rapidly to other units of BHEL, as well. In about a year and half, since initiation of the concept, all the manufacturing unit of BHEL had Quality Circles operating and growing steadily. By November 1983, over 4000 employees of grass roots were evolved directly in the activities of Quality Circles which numbered over 400.

As the success story of BHEL started spreading through articles, news reports, many other organizations both in public and private sectors, started evincing interest in the concept. It was thus in April 1982 that the national body, “Quality Circle Forum of India (QCFI)” was formed at Hyderabad for the purpose of operating the participative philosophy throughout the country. A number of seminars and shops on Quality Circles were organized by the QCFI in various parts of the country.

In order to establish that the concept of Quality Circle cuts across all different disciplines, QCFI has been joining hands with different profession bodies for organizing the programmes at different places.
ORIGIN AND GROWTH OF QUALITY CIRCLES IN AP RAYONS

Though the number of paper mills propagating the Quality Circles movement in our country is not known, the experience of the AP RAYONS, the first paper mill in our state to introduce Quality Circles, is worth mentioning.

Although the Quality circle was known through various literature and publication, its role in manpower development and organizational effectiveness made an indelible immersion in the mind of Vice-President of AP RAYONS paper mills during his visit to Japan in September, 1982.

Soon after, an attempt was made to collect all relevant literature and its application in various Indian Industries. After the collection of relevant information regarding Quality Circles through participation in seminar in 'Quality circles launching and institutionalizing' as circle functioning at BHEL, Hyderabad, the concept was presented to the senior executive of the mill during September, 1983.

After the necessary exchange of view on the concept of Quality Circles, its philosophy and advantages with National Productivity Council and Quality circle Forum of India, then it was felt the support required for founding and growth has been established, the concept was presented to a few groups of staff.

1) Steering Committee: Departmental heads and Executives (works)

2) Coordinator: Management Service Department.
4.9 CONCLUSION

From the above discussion on company profile, we can conclude this part by identifying key training practices followed by AP Rayon Limited management for the development of skills, knowledge, abilities of employees, workers in the organization which results to higher productivity with less cost. Here researcher presented in detailed description about paper industry and its importance in India, various factories available to manufacture pulp, paper and he also extended his study towards his research area too.