CHAPTER IV
TRAINING AND DEVELOPMENT
TRAINING AND DEVELOPMENT:

Brief Introduction:

Training and Development function is receiving all time high attention of Corporate India. Equations of organizations for development, expansion, diversification and alliances are changing fast. Markets are becoming highly competitive and customer is becoming highly assertive. Organizational goals are changing rapidly. Tasks of people are changing. These all factors contribute for necessity of Training. Training enhances skills, communications, computer literacy, leadership, teamwork and building competencies. Training programs are of different varieties. Training needs for executives are related to Change process within the organization to keep pace with external environment. Executives are very much interested to attain training programs so as to have exposure to international business practices. Middle managers are inclined to on-job training than classroom lectures. Jr. Managers are inclined for training programs on latest development in the field. And shop floor workers are interested for training to upgrade their skills. Corporate India is showing a deep interest and concern for training function, as training binds people together. Training is creating interest among all employees including prospective candidates for recruitment. Organizations, whose training methods are successful, attract outside talent. Training is indeed a milestone for career progression of individuals. Training also leads to retention of people at all levels.

Organizations relying on time bound competition, beating rivals to the market with new products, designs and methods of selling are required to train the people for team work and streamlining production technique. Organizations competing on quality will have to train their workers in developing mindsets and culture for quality and related codified systems. Training develops strong Corporate Culture for learning.
The process of learning is always twice blessed, one who learns enhances his knowledge and for whom the learning is done is benefited by way of expertise. Learning discipline at organization level with involvement of all is possible through training.

All organizations are in the process of New People Management (NPM) systems. Training bridges the gap between actual performance and desired performance. Training ensures equity with external environment in terms of new marketing strategy, high performance culture, new technology and expertise and last but not the least the new customer. There are various techniques of training. These training techniques are required to be studied carefully to attain purpose of training.

**RESEARCH SURVEY DATA ANALYSIS**

The Questionnaire for Training & Development was prepared by keeping in mind the following themes: -

1. Training & Development is the **litmus test** for development of organizations.
2. Training should create learning structure.
3. Training & Development should bring parity with external environment.
4. Change should be possible through training.
5. Training should satisfy individual and organizational needs.
6. Purpose of retraining for experienced person.
8. Training for developing Total Quality People (TQP).
9. Training for effective Leadership.

10. Training for creativity.

With the above themes in mind and also by considering recent trends and modules of training and development function, the questionnaire was carefully drafted. The questionnaire was sent to HR Professionals of Representative sample of Research. Their responses were collected. Their personal interviews were conducted and their responses to each question were discussed at depth.

The responses of HR Professionals to each question are Tabularized and are classified into four categories viz.-

1. Very True
2. True.
3. Partly True.
4. Not True

Percentages were assigned ranging from 1 to 25, 26 to 50, 51 to 75 and 76 to 100 in an ascending order. The distribution table of responses was developed on the above basis and accordingly graphical representation of survey data is represented below each question item response was studied in details and accordingly inferences are drawn by representing survey data on scientific basis. The main issues of research survey are drawn and the same are discussed in the chapter in details. The detail of Audit of Survey Data is accordingly done in ensuing pages.

This research topic is essentially qualitative in nature. It is therefore necessary to analyze the survey data first and accordingly discuss the main issues of research survey to meet the purpose of research.
THE AUDIT

The interactions in the form of questionnaire and personal interviews were related to the 20 statements. Their evaluation is done as following scale

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<th>Type of Response</th>
<th>Marks</th>
<th>Percentage (%)</th>
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Distribution Table of Responses as per questionnaire

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<th>Question No.</th>
<th>Bajaj Auto Ltd.</th>
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<th>Finolex Cables Ltd.</th>
<th>Kinetic Engineering Ltd.</th>
<th>SKF Ball Bearing Ltd.</th>
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GRAPHICAL REPRESENTATION OF SURVEY DATA

There are 7 industrial units of representative sample of research and 20 questions of research. The responses are graphically represented as under:

INFERENCES:
All HR professionals of the seven units of Representative sample have given the responses, which lead to following inferences:
1. All the responses are cent percent positive.
2. All these companies strongly believe in training function as developmental tool for organizations and their people.
3. Training is imparted at all levels from employee to managers.
4. Experience hands are retrained for innovativeness.
5. Training feedback are evaluated.
6. Training policy is developed with dual purpose – 1 for organizational needs & in turn development and 2. To develop multi-skilled workforce.
7. Training is Litmus test for organizational development.
8. Training is used to bridge the gap with external world.
9. Training links organizational, operational and individual training needs.
10. Training develops learning atmosphere and learning organization is developed.
11. Training serves the purpose of initiatives for changed management.
MAIN ISSUES OF RESEARCH SURVEY:

- It is an ongoing function subject to amendments from time to time. By virtue of this function and its success HR professionals are providing due momentum to organizational development. HR professionals are therefore required to be very watchful and cautious while formulating training policies and programs and each training program’s value addition to organizational development.
- Training is must for creating learning culture.
- Each training program should aim at bridging the gap between actual performance and desired performance as well as with external scenario.
- Training program is a catalyst for change process.
- Training programs should be innovative to develop multi skills.
- Each training program should attain individual development.
- Training feedback should be collected to judge effectiveness.
- Training system should be installed to substitute work experience.
- Training should link organizational, operational and individual training needs.
- Retraining for experienced persons to develop required skills.

Need for Training

Training is necessary to attain following purposes,

- To increase productivity: - Training boosts individual performances. Individual output develops leading to organizational productivity.
- To improve quality: - Quality of product and services can be improved enormously through training.
- Short term and long term objectives of organizations: - These objectives can be attained through training by developing vision, high performance culture and goal chasing measures.
- Congenial organizational climate: - Training binds people together. People know each other and share their views and experiences. Thus congenial organizational climate is developed where all are committed to their tasks.
Health and safety: - Proper training curbs industrial accidents, as people are well aware of health and safety tools for hazardous operations.

Obsolescence prevention: - Due to monotonous jobs lethargy is developed amongst employees. Training facilitates change and ensures prevention of obsolescence.

Career progression: - Individuals develop multi-skills and versatility through training. Their careers are progressed with multi-skills and versatile personality.

Retention: - The major gain of training is retention and attraction of talent.

Positive work culture: - Today’s training programs are a definite shift from traditional training programs. New training programs are conducted for changing attitude, moral and behavior of people leading to positive work culture.

OBJECTIVES OF TRAINING

The primary objective of training is to develop total quality people workforce. Training enables people to attain their goals of performances. Training is always mutually beneficial, and objectives of training can be summarized as under:

- New recruits’ training for basic knowledge and skill.
- To make employees aware with latest concepts, information and techniques for developing skills.
- To build second line of management for all responsible positions.
- To broaden the minds of employees with standard practices as followed by successful organization both domestic and international.
- Develop marketing strategies with customer focus.
- To attain short term and long term goals of organization.

Organizations, whose training programs are people performance oriented are having stable and smiling workforce.
Good trainer organizations develop their public images and can attract talent from any nook and corner of the world. Corporate India and Pimpri-Chinchwad industrial sector are heavily relying on training as an effective tool to develop equilibrium of peace and industrial harmony. Employees are highly aspirant and are strongly inclined for career growth. It is the training that gives necessary impetus. External environment is becoming more and more challenging, marketing strategies are changing fast and organizational mission is geared up to catch up pace. Markets are customer focused and with multi choice to customers. Training is the only HR function, in which people on their own accord involved with whole hearts. Corporate India and Pimpri Chinchwad industrial belt for the first time realizing worth of people in terms of their contribution. In this context training is receiving wholehearted support of management and is the key to success in the hands of HR professionals. It is not out of place to mention here that interactions in training programs are of top quality on account of total involvement. As informed by HR professionals of Pune City that certain interactions are eye openers and provide much wanted solution to present complex industrial scenario. People have creativity and diverse minds coupled with unimaginary thinking power. This fact is amply reflected in training programs, interactions and feedback. It is utmost necessary that Trainers should have the knack of making training sessions thought provoking & highly interactive. External Trainers are purposefully invited to bring in external expertise & to break personal barriers. The idea behind this is to allow people think & interact freely in fearless manner. People are deliberately, taken to offsite so as to renovate minds of people for creative & constructive thinking. If Training is the vehicle in motion of success, People are the key passengers & Top Management determines the Road Map. Success of training programs is combined efforts of Top Management, HR professionals, Functional Heads & employees.
CURRENT TRAINING PROGRAMS

Current Training Programs are a major shift over Traditional Training Programs. Traditional training programs were arranged for Technical know-how, whereas Current Training Programs are predominantly arranged for expanding Human Minds & creativity. Corporate India and Pimpri Chinchwad Industrial Belt are arranging contemporary training programs mainly on following issues,

- Induction Training for new recruits for their fine exposure to all kinds of businesses and making them productive.
- Experimental learning training is for tension and risk free learning environment so as to create sensitivity in the minds of managers for the process of change.
- Cross-cultural training is for increasing chances of success in business and so as to repose confidence in the minds of all.
- Training for total quality people and total quality work.
- Training for effective Leadership.
- Training for creativity.

In addition to the above, certain structured training programs are arranged as per organizational needs, which is growing day by day due to complex scenario and further complex markets. Researcher has confirmed the above contemporary Training Scenario with HR Professionals of Representative Sample Industrial Units & others. All HR Professionals have concurrently stressed the need for study by the Researcher in the matter for timely benefit to the Industrial Sector at large. Each of the above-referred Training Technique merits appropriate emphasisation.
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<tr>
<th>Training Technique</th>
<th>Purpose</th>
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<td>Induction Training</td>
<td>Orientation program for new recruits</td>
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<tr>
<td>Stress Management</td>
<td>Training in techniques to contain work related stress</td>
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<tr>
<td>Delegation</td>
<td>Sessions for learning importance of decentralization</td>
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<tr>
<td>Negotiating</td>
<td>Role - Play to develop bargaining skills</td>
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<tr>
<td>Lecturers</td>
<td>Presentation of introductory material</td>
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<tr>
<td>Audio Visuals</td>
<td>Use of films, video, slides, tapes etc</td>
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<tr>
<td>Self Directed Learning</td>
<td>Learning at one's own pace</td>
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<tr>
<td>Program Instructions</td>
<td>Methodical breakdown of material into small topics</td>
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<tr>
<td>On The Job - Training</td>
<td>Done at work site under supervision</td>
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<tr>
<td>Computer Based Training</td>
<td>Use of software package to learn skills</td>
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<td>Simulation</td>
<td>Teasing by recreation of working conditions</td>
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<tr>
<td>Games</td>
<td>Structured tests of skills and aptitudes</td>
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<td>Eyes Breakers</td>
<td>Games to get team members know one another</td>
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<td>Leadership Games</td>
<td>Exercises to teach different style of leadership</td>
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<td>Skill Games</td>
<td>Tests to develop analytical abilities</td>
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<td>Communication Games</td>
<td>Exercise to build bias-free listening and talking</td>
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<td>Strategic Planners</td>
<td>Games to test ability to plan ahead</td>
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<td>Team Building Games</td>
<td>Exercises requiring collaborative efforts</td>
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<td>Creativity Games</td>
<td>Tests for evolving multitude of solutions to problems</td>
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<td>In-Basket Exercise</td>
<td>Evaluating managers' response to imaginary items</td>
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<td>Role-play</td>
<td>Adoption of roles other than their own in workplace</td>
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<td>Role Reversal</td>
<td>Exercise to teach plurality of viewpoints</td>
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<td>Doubling</td>
<td>Brings out ideas that often are not expressed</td>
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<td>Tag Teams</td>
<td>One role played alternately by two participants</td>
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<td>Mutingt</td>
<td>Training with an external perspective</td>
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<td>Monodrama</td>
<td>Insight into a given interaction</td>
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<td>Shifting Physical Positions</td>
<td>Highlighting of communication problems</td>
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<td>Structured Role Playing</td>
<td>Role-play with predetermined objectives</td>
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<td>Suggesting solutions by specifying input and output</td>
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<td>Cross Cultural Training</td>
<td>Programs to teach specifics of varied culture</td>
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NEW RECRUITS INDUCTION TRAINING

New Recruits join organizations on optimistic note. Their formal training is necessary so as acquaint them with functions of organizations. The training makes them comfortable & puts them in proper gears of performance & mind psychology. Induction Training enables new recruits to get along with the people, free interactions with his colleagues & others, & settling on the job right from the word GO.

ORIENTATION

Orientation is the first phase of Induction Training & focuses on Job Rotation. New Recruits are rotated through major functions of organizations so as to have right insight of organizations. Induction Training is parted uniformly to all New Recruits irrespective of their areas of specialization.

ACCLIMATIZATION SESSION

Job Rotations are followed by acclimatization session. In this session, each Manager gives presentation on Business of organizations, & related Modus-Operandi of Business. There are openhearted interactions & question-answer session at the end of each such presentation. New Recruits are thus exposed to Business Environment. Organization-Vision is explained to New Recruits so as to motivate them to High Performance culture.

ON THE JOB PERFORMANCE

New Recruits are put on to their jobs. Superiors closely watch their performance. Certain responsibilities are delegated to them with passage of time. This method is very useful for their thorough training.

In short, Induction Training is a must for New Recruits. This enables them to have proper mindsets, Requisite insight, fruitful contacts, & right work culture.

MERITS OF INDUCTION TRAINING

- Effective exposure of New Recruits to organizational business.
- New Recruits Productivity increases to organization.
New Recruit is familiarized to people & organization –culture.
Training is imparted to new recruit on- the job.
Throws new recruit into action quickly.
Individual strength & weaknesses are quickly judged

**CLASS ROOM TRAINING.**

Classroom Training is used for developing theoretical knowledge of new recruits. Lectures are arranged to develop conceptual skills & theoretical knowledge. Induction Training is thus a judicious combination of job rotation, acclimatisation session, on the job training & classroom training.

The following table rightly explains the modus-operandi of Induction Training of New Recruit.

**EXPERIMENTAL LEARNING TRAINING**

The theory of Experimental Learning Training was developed by Late Shri Aga, then the Chairman and Managing Director of Thermax Ltd. HR Professional Shri Mahesh Shibbad explained to the Researcher the basic analysis of Experimental Learning Training. These are structured exercises to be performed by managers in an informal and non-corporate scenario. This techniques transplants manager from corporate reality to non-threatening climate. The technique of the Training is based on knowledge gained through experience. Attitudes and skills can be further developed through Experimental Learning Training. Dr. T. V. Rao, the Director of Academy of Human Resources opines that “Experimental Learning is a liberating process rather than conditioning process ”. The classic example of this type of Training is developing game situation with rules and regulations. The games vary from cross-functional teams to climbing up of mountain. These games are purposefully designed so as to make the participant to win the contest of skill. The learning experiences use the same quality that will be required to perform regular job. Team work initiative risk taking communication and leadership skills are integral part of this training technique.
The Period of Induction Training is ideally from 6-12 months with 4 - 6 weeks at each stage. Induction Training motivates new recruits to perform well.

**STAGES OF INDUCTION TRAINING**

- **Orientation Training**
- **Job Rotation**
- **Presentation of Business Strategies & Skills required**
- **Presentation of Case Studies & Open Hearted Interactions**
- **Classroom Lecturers & Simulation Training**

- **On Job Training**
- **Detailed Job Training in terms of Charts, Policies & Processes**
- **Allotment of Specific Job**
- **Allotment of Specific Project**
- **Classroom Lecturers for Conceptual & Job related Skills**
MERITS OF EXPERIMENTAL LEARNING TECHNIQUES:

- It provides tension free and risk less learning environment.
- It leads to creativity and innovations at original place of organization.
- It ensures teamwork and cross-functional teams.
- It ensures participation of many irrespective of their designation.
- It calls for artificial scenario hence participation is excellent.

OBJECTIVES OF EXPERIENTIAL LEARNING

This technique of Training is not widely followed by Corporate India as well as industrial units of Pimpri Chinchwad belt. The results of such learning are excellent and they expertise gained in experiential learning can be transformed to actual jobs. This technique provides necessary change to professionals, who are otherwise tied with the work so immensely that they feel tiredness. They are required to be refreshed and simultaneously are required to develop multi dimensional skills. The objectives of Experimental Learning can be summarized as under:

- In the easy process, Leadership skills are developed and Leaders for groups of peoples are developed.
- This technique functions as a catalyst for developing creativity amongst professionals.
- Team building skills are developed in the simplest way amongst the professionals.
- Role-playing is the heart and essence of this training technique.

The Researcher would like to quote the example of his own company here so as to substantiate the benefits of experimental learning techniques as an on going training. The researcher had arranged two days OFFSITE workshop for diversified food division in co-ordination with Mckinsey and Co., the renowned world class management consultants.
One of the sessions for the said OFFSITE was a real fire walk by the participants. The idea was prima facie not well received by the participants on account of fearsome motive. The promoter himself practiced the fire walk in presence of participants and explained to them that there is rationale base behind the fire walk. Each participant practiced the fire walk with strong belief and each one was jubilant on completing the task. The idea behind this experimental learning technique was, **If you have strong belief and commitment to perform, you would be always successful.**

The researcher quoted this example before leading HR professionals and all of them received this idea very well. They requested the researcher to arrange for similar exercises for their companies.

**CROSS-CULTURAL TRAINING**

Cross-cultural training technique is a new phenomenon within corporate India. This new technique has arisen on account of two major changes in Organizations. These major changes are:

- On account of high education facilities, and high aspirations prevailing in the mindsets of working people, they are becoming geographically highly mobile. Gone are the days of regional affinity and people are ready to avail any career growth avenue. Thus there is emergence of multi-cultured work force. Managing such multi-cultured work force is a big challenge before HR professionals. They are required to develop work force of like-minded people. This is possible through cross-cultural training.

- Liberalization of economic policies and globalization of markets have opened many export avenues for corporate India. Markets are highly globalized on account of handsome returns. Many companies are surviving on account of exporting of products, when domestic markets are severely affected.
Due to globalization professionals functioning within Corporate India are feeling the utmost necessity of cross-cultural training in order to get along well with all spheres of globalization like customer, dealer, internal customers and last but not the least the changing scenario. Professionals want steady and comfortable dealing with their global partners. This necessitates cross-cultural training.

Corporate India is making recruitment process as a business strategy. Talent is purposefully searched even globally. If global talent is inserted within organizations may be in the form of CEO or COO or even a Director, cross-cultural training becomes a must to develop equilibrium of cordial relations, team spirit and Uni. Culture within organization so as to reap the benefits of unity, integrity and excellent teamwork.

Corporate India is engaging Foreign Consultants as apart of organizational development. Professionals functioning in such organizations require cross-cultural training to reap timely benefits of consultancy.

**MAIN INGREDIENTS OF CROSS CULTURAL TRAINING**

1. There should be awareness for cross-cultural Training.
2. The differences in cultures should be understood, respected & valued.
3. The differences in cultures in others should also be considered & accordingly, teams should be formulated for cross-cultural training.

The cross-cultural training essentially focuses on pre departure orientation, business etiquette, table manner presentation & inter-personal skills. The need arises when there are overseas assignments. Cross-cultural training deals with best parameter on factors of cultural such as, sense of self, grace and appearance, food and eating habits, communication (written and oral), time sense, relationships, values & norms, beliefs and attitudes, work motivation practices, mental processes and learning. A successful manager is one with winning ways across the globe.
MERITS OF CROSS-CULTURAL TRAINING:

- Successful global business.
- Provides matching perspectives for Corporate India Professionals.
- Develops confidence into professionals.
- Foreign professionals can be well accepted within organizations.
- Reduces cultural shocks.
- It reduces cultural biases and prejudices.
- It is a must for every foreign assignment as well as for every employment of foreigner.

TRAINING FOR TOTAL QUALITY PEOPLE (TQP)

Total quality work culture is gaining a grand success for various organizations. Markets are highly competitive. Customer is treated as a king and all efforts are made to satisfy customer at all times so as to have competitive advantage. Markets are expanding, export avenues are open to all and the concept of globalization of markets is fast occurring. Corporate India and Industries of Pimpri - Chinchwad area are starving hard to attain global standards of quality so as to remain in export markets with competitive age. Corporate India, is therefore, very much concerned to attain global standards of quality and reap the benefits of exports. There is strong reason for believing in global quality attainment, as domestic markets are severely affected on account of slow down of economy. It is therefore, utmost necessary for Indian organizations to attain global standards of quality and to overcome present period of crises successfully. It would be worth while to mention here that many Indian organizations are presently surviving only on account of their export of products.

Organizations aiming for attaining global standards of quality have in the first instance sent their managerial team abroad and trained them in terms of global standards.
Such managers on returning to India have toiled hard to train shop floor workers. Their efforts were in vain as workers were suspicious as managers were talking to them first time on shop floor level, where in they had hardly turned in the past. Thus, a big communication occurred between managers and shop floor workers. There was another reason of failure, as shop floor workers could not visualize the mark difference between the global standardization of quality and domestic setup of quality. Corporate India, for the first time in there entire long operations span decided to send selected workers to foreign countries as a part of their Total Quality Training. This was an experiment, which clicked and shop floor workers mindsets were vastly changed with positive commitment and enhanced much much wanted quality standards. This was the beginning of training for total quality and same was initiated the decade of 2000.

QUEST FOR QUALITY
The phase of Quest for Quality had its own multi dimensions. Once the Quest started, there were attempts to do better and better as shop floor workers mindsets were in concurrence with the mindsets of managers. The communication gap was eliminated HR interventions for the Quest for Quality received handsome returns. There was fine equilibrium of mindsets and HR professionals were in driver’s seat to gain much momentum of progress. What were those HR interventions? What were those HR practices? These are the questions in minds of all, after all nothing succeeds like success. The Researcher himself took interest and discussed these practices with HR professionals of Industries of representative sample of research and other pharmaceuticals units like Associated Capsules. His discussion revealed the following points.

➤ Active support of Top Management is necessary for Total Quality Management (TQM).
Total Quality Management (TQM) concept and practices should be explained to everyone in an organization and thus, vision for TQM should be developed. The Researcher wishes to quote the example of SKF Ball Bearing Ltd., the constituent of Representative sample of Research. At the shop floor of the company sign boards with slogans like ‘Quality is People’, ‘Quality is Heart’, and ‘Quality is in the hearts of People’ are very aptly displayed. This is a classical example of creating vision for TQM.

- Communication channels both horizontal and vertical are aptly open to explain quality systems.
- Total Quality Management Training is parted to one and all with their active involvement.
- Problem solving devices are hearts and essences of TQM.
- Processes that contain multiple perception of quality are highly successful.
- Employees are empowered to make independent decisions to improve quality of their work.
- Performance Appraisal system is focused on total quality Management as main integral part
- Performance Reviews are conducted with the aim of developing total quality.
- Reward system is linked to total quality achievement.
- Institutional methods are introduced to collect employees’ options.
- Recruitment, Selection, Promotion and Career development plans are based on TQM concepts.
- Welfare, Safety and Health issues are addressed to have openhearted interactions with proactive ideas rather than reactive ideas.
- Performance evaluation systems are designed for assessment of team and individual achievements.
Soft tools in the form of non-financial awards like Letter of Credit (LOC) and Openhearted appreciation of work are introduced for developing more awareness about Total Quality Management (TQM).

MAIN INGREDIENTS OF TOTAL QUALITY TRAINING

There are three main ingredients of Total Quality Training. They are:

1. Total Quality Culture.
2. Required Quality Skills.

Let us discuss each of them in detail.

TOTAL QUALITY CULTURE

This concept is developed so as to involve all people functioning in organizations to develop total quality. Involvement of shop floor workers to attain total quality is must. Let shop floor workers realize importance of quality and adverse effect of drawbacks in quality. Their mindsets are required to be changed to attain quality standards. The shop floor workers are directly responsible for total quality and with proper awareness they can eliminate possible defects in quality. Certain Automobile Industry Units are sending their workers to foreign countries so as to acclimatize them with global standards of quality. Slogans like 'Quality always', 'Value for Money', 'Quality is our Success and Survival', 'Quality is People', 'Quality is Heart' and 'Quality is in Peoples' hearts' are displayed at shop floor so as to develop Total Quality Culture. There is always responsive an openhearted communication pertaining to Total Quality Concepts, procedures and practices. The form of communication is more of interactive nature rather than reactive. All the employees are given free options to improve their quality of work. The suggestions of employees in the matter of TQM are well accepted and there is always horizontal and vertical communication.
Top Management provides active support to TQM processes and practices.
The deliberations on TQM are so wide and well accepted that the same is very appropriate focus in performance appraisal systems. Performance reviews are conducted so as to ensure and attain quality standards. The best practices of total quality standards as available within industries are introduced and implemented. The best global practices of total quality are introduced and implemented. The marketing strategy is developed so as to appraise customers about salient features of quality. Training Programs are arranged with the sole aim of Total Quality Management. Teams are purposefully sent to foreign countries so as import expertise within organizations.

TQM systems are successfully implemented and there is multiplicity of sophisticated products abundantly available in markets. TQM processes are constantly amenable in tune with customer’s needs. Total Qualities is the current organizational climate.

DEVELOP QUALITY SKILLS
Skills of workers are developed to match global standards. The need for developing skills is located through performance appraisals and performance reviews. Constant Training Programs are arranged to develop multi-skilled workforce. Experts are invited to impart required skills to workers.

Workers are purposefully sent to foreign countries to acquire skills. Multi-skilled workforce is an important asset of organizations. The same is retained by organizations very meticulously.

CUSTOMER ORIENTATION
Corporate India treats customer as a God. All total quality Management procedures & processes are directly proportional to customer’s satisfaction and delight. Production professional’s team is sent to Markets to understand perception of quality as desired by customers.
360 degree appraisal, & appraisal system with customer focus are the examples of customer oriented approach of organizations. Customer’s feedback in terms of services are obtained by Airlines & accordingly, quality of services is improved. Airlines staff are appraised on the basis of feedback.

TQM- BEST PRACTICES
TQM best practices as adopted by developing and developed organizations are innumerable & very from organizations to organizations. The widely followed and best practices can be enumerated as under: -

➢ Workers should be trained and experienced for the best global practices.
➢ Workers Supervisors and Managers should form homogeneous team for receiving Training. Like-minded team will be formidable
➢ Quality Circles should be formed with effective implementation
➢ Expose workers to markets so as to understand customer’s perception of Quality.
➢ Develop workers’ attitudes towards ownership of quality initiatives.
➢ Constant training for TQM
➢ Proper equilibrium of quality at work place and quality at home for workers to develop balancing mindsets.

TRAINING FOR EFFECTIVE LEADERSHIP
Developing and develop organizations are supporting the concept of effective leadership and training for the same. One good leader can change the fortunes of organizations and one bad leader can decide the fate of organizations. The concept of leadership is as old as mankind on the earth. There are several classical examples of effective leadership. The recent example can be quoted of Surat City of Gujarat State. Surat City is famous for Textile industries and related business. The city was very unclean and invited the trouble of epidemic of plague.
The entire business of the city got paralyzed and the citizens started moving out of Surat. The Government appointed able administrator to hold the Municipal Corporation of the city. The able administrator transformed the city as neat and clean city. The food of Surat City become so famous that the same was regarded as the best food in the entire Gujarat. This is how an effective leader can transform misfortunes into fortunes and can change the entire complex scenario into meritorious and harmonious scenario. In organizations, effective leadership plays very key role. A good CEO can provide leadership to organizations in terms of high performance culture, committmental working atmosphere and excellent teamwork – all leading to organizational development. In the matrix of new people management (NPM), people are treated as the most valuable asset of organizations. Their development and involvement in operations of organizations in on increasing scale. Empowerment, training for total quality management, open hearted horizontal & vertical communication and earnest efforts to attain global quality standards have emphasized the need of training for effective leadership.

SALIENT FEATURES OF EFFECTIVE LEADERSHIP

Effective leadership is viewed and understood with triangular aspects viz.

1. Personality traits specifying social, physical and intellectual qualities that differentiates Leader from others.


3. Performance oriented leadership.

These features are considered and accordingly, Training parted for developing effective Leadership. Talent is purposefully, searched by organizations so as to bring in new ideas, thoughts and new leadership.

A LEADER IN BUSINESS AND INDUSTRY

Characteristics of a leader in business / industry are best described in the book of Dr. C. B. Mamoria on Personal Management. These characteristics will underline importance of leader in organizations.
The study of these characteristics will necessitate locating training needs for developing effective leaders.

An effective formal leader –

- Is technically competent enough to do some teaching and develop efficient methods;
- Has a greater problem-solving ability than his subordinates;
- Is free from neurotic tendencies and is able to take decisions readily, to get along with people, and to behave in the manner outlined below;
- Is interested in his leadership role and enjoys being a leader;

Behavior: An effective formal leader

A. **In terms of his attitude towards his subordinates**-
   
   (a) Asserts his leadership;
   
   (b) Has confidence in his subordinates and indicates this to them;
   
   (c) Is passive in terms of being approachable and friendly;
   
   (d) Is it, dealing with his subordinates, emotionally supportive and is careful enough to avoid ego-threatening behavior.

B. **In terms of participation**-
   
   (a) Permits subordinates some latitude in the solution of work problems when a standardization of methods is not imperative so that the exercise of their ingenuity in the solution of problems may result in some gain for them;
   
   (b) Encourages participation of subordinates in the development of methods to achieve organizational goals;
   
   (c) Encourages participation, but only on the basis of a genuine interest on their part, and utilizes their constructive suggestions to attain work targets.

C. **In terms of technology and planning**-
   
   (a) Utilizes, and encourages subordinates to utilize, appropriate technology in attaining the following goals—work simplification, appropriate tools, and proper layout;
(b) Is an effective planner in terms of short range and long range goals and contingencies.

D. **In terms of performance standards and appraisals**-
   (a) Works with subordinates to establish attainable but high performance standards and goals;
   (b) Appraises subordinates on the basis of objective and measurable performance.

E. **In terms of the linking-pin function**-
   (a) Is an effective link with the higher management and other groups in an enterprise;
   (b) Is influential with his superiors in obtaining an increase in pay and other benefits for his subordinates.

F. **In terms of rewards and correction**-
   (a) Uses his subordinates’ mistakes as an educational opportunity rather than an opportunity for punishing them;
   (b) Recognizes good work.

**Organizational Climate: An effective formal leader**-
   (a) Has superiors who subscribe to the above conditions, who place an emphasis on both people and production, and manifest an appropriate kind of behavior.
   (b) Works in an organization in which there are effective personnel policies and practices, a fair and equitable compensation program, and effective avenues of communication and appeal, effective training and development opportunities, appropriate attention to physical and emotional health; and in which there is emphasis on integrity and fairplay.
The Managerial Grid 11

Roger Blake and Jane Mouton developed this style on the basis of a study of about 5000 managers in several types of organizations. They set out managerial styles of dimensions of concern for people and concern for production. In a framework, i.e. the grid composed of horizontal and vertical accesses and 9-point scale.

<table>
<thead>
<tr>
<th>People For Concern</th>
<th>1.9 - Thoughtful Management</th>
<th>9.9 Management work accomplishment from committed people, interdependence through a common stake in organization purposes leads to relationships of trust and respect</th>
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<td>High</td>
<td>Attention to needs of people for satisfying relationships leads to a comfortable friendly organization atmosphere and work tempo</td>
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<td>5.5 Management adequate organization performance is possible through balancing the necessity to get out work while, maintaining morale of people at a satisfactory level</td>
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<td>8</td>
<td>1.1 Management exertion of minimum effort to get required work done is appropriate to sustain organization membership</td>
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<td>7</td>
<td>9.1 Management efficiency operations resulting from arranging conditions of work in such a way that human elements interfere to a minimum degree</td>
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9.1 – Attitude is autocratic;
1.9 – Attitude is democratic;
1.1 – Attitude is laissez – faire;
5.5 – Attitude is practical;
– Attitude is mature, desirable and meaningful.

9.1 – Task management for Autocratic Leadership Style

The lower right hand corner of the quadrant represents the 9.1 style. Here, a grate concern for production (9) is coupled with low concern for people (1), i.e. the manager has minimum concern for people. The job concept is to meet schedules, get production out and tell the people what to do.

1.9 – Country Club for Democratic Leadership Style

The upper left-hand corner of the quadrant represents the 1.9 style of management where a low concern for production (1) is coupled with a high concern for people (9). To the 1.9 manager the attitudes, feelings and needs of the employees are more important than production. He wants a happy and harmonious work force, even though the organization’s needs and objectives may not be met.

The 1.9 manager largely avoids the use of power to get a job done. He believes that a desired organizational behavior can be obtained if employee needs and wants are satisfied. Therefore, he not only issues orders but interprets them and sees to it that the employees have the necessary skill and tools to carry out their assignments. He assigns a fair workload to his personnel, and recognizes the job that is well done. There is a team approach to the attainment of organizational goals.

1.1- Impoverished or laissez-faire Leadership Style

In the 1.1 managerial style, a low concern for production (1) is coupled with a low concern for people (1), i.e. the supervisor has the minimum concern both for production and for people. In other words, there is no proper management. This approach to organizational objectives results in a low degree of commitment to organizational goals, in a minimum effort and contribution, and

in low moral. The manager acts more or less like a messenger. He is not fully aware of the various programs to be undertaken to achieve the organizational goals. In the circumstances, whenever subordinates come up with difficulties, he often says: “I shall talk to my boss and then let you know what to do next.” He fills the managerial position in an extremely superficial way.

The 1.1 style manager does not exercise power or authority to get work done or to maintain a unity of command. He follows the rule of minimum exposure to accountability. He relieves himself of responsibility and is ready to blame his subordinates if something goes wrong. He has no clear idea of the goals to be attained. *He is more security conscious than status conscious.*

**1.5– Middle-of-the-road or Practical Leadership Style**

The centre of the quadrant represents the 5.5 managerial style. In this style of management, equal weight is given to concern for people and concern for production. Rather than resolving the issue on the place of production (as in 9.1), or of people (as in 1.9), or leaving the field (as in 1.1), the 5.5 style is a compromise style of management; that is, both people and production are given equal weight, and extreme positions are avoided.

Under the 5.5 managerial style, employees are not driven, pushed, or forced, but are requested and motivated to do a job. A fair and firm approach is adopted to get work done. The most fundamental function of a 5.5 manager is to achieve organizational goals with minimum effort in the shortest time, and ensure the utmost employee satisfaction.

**9.9 – Team Management or Matured, Desirable and Meaningful Leadership Style**

In the upper right hand corner of the quadrant is located the 9.9 style of management. Here, a high concern for people (9) is coupled with a high concern for production (9). This system aims at discovering a scientific and effective solution of organizational problems.
Accomplishment and contribution are considered to be the barometers of organizational performance.

Under the 9.9 style of management, both the people and production are closely involved. The manager's prime responsibility is to see to it that each and every activity leads to the attainment of organizational goals. For this purpose, the manager delegates authority to subordinates and makes them accountable for the work allocated to them. The 9.9 manager says: "My job is not only to take sound decisions but also to ensure that they are effectively carried out." Under this style, the assumption is that if people have a clear understanding of organizational goals, a strict control of their activity would not be necessary.

The grid seminar provides managers an insight into leadership management. They prescribe team tasks that stimulate work conditions and the participant discovers and discusses ideal behavior vs actual behavior. By the end of each seminar, they not only know exactly how far they are from an ideal management style, but also acquire critical skills in initiative building, conflict solving, and decision making.

THE SITUATIONAL MODEL:

According to the exponents of this theory, "Leadership is specific and always relative to the particular situation in which it occurs". In other words, leadership is the product of a situation in a particular group. It is assumed that the traits and skills, which characterize a good leader, will vary from group to group and from situation to situation. A leader in one situation is not necessarily a leader in another situation, even in the same group. Various situations call for different leadership responses. The same leader may display different personality traits to deal with diverse problems.
SALIENT FEATURES OF SITUATIONAL LEADERSHIP:

1. It is relative to a group task or goal – An individual's accession to a leadership role is dependent upon the group goal, in the sense that the goal determines the needs which he must appear to satisfy by virtue of his particular combination of relevant attributes ... in so far as there can be no particular leadership in the abstract, it must be towards a goal no matter how weakly that goal is valued.

2. It is relative to the group structure or organization – A leader's behavior is determined in a large measure by the nature of the organization in which it occurs.

3. It is relative to the population characteristics of the group; or, in other words, to the attitudes and needs of the followers; and the relation between the two may be so close that it is often difficult to determine who affects whom and to what extent.

It may be noted that in a situational approach leadership is viewed as multidimensional.

(a) The leader's personality;

(b) The specific requirements of the task to be performed by the followers;

(c) The attitudes, needs and expectations of the followers; and

(d) The organizational environment in which the leadership process takes place.

The merit of this approach is that it focuses attention not only on personality of a leader as such but on character of the organization as a whole.
THE MENTORING MODEL:
Role models are the cornerstone of leadership development process. The superior must set the right example by encouraging subordinates to play leadership role. The mentoring process works in tandem with formal training process. Once the skill that an employee needs to develop are identified, the concept of career development group steps in. Career development group is formed with each employee at the center and consists of his immediate chief and a person from different division. The Career Development Group (CDG) is responsible for appraising, monitoring and planning each individual's career and developmental path.

BEST PRACTICES:
- Develop the formal in-house program to retrain people in leadership.
- Develop reward system to promote leadership.
- Conduct off job training for leadership.
- Insist that your team sets standards of leadership by example.
- Institutionalize leadership training for each cadre of employees functioning in organizations.

TRAINING FOR CREATIVITY:
Training for creativity is recently developed technique. It means that an entire workforce in an organization should be trained for creative behavior, which will add value to business of organization. Components of creativity are required to be identified and training can develop corresponding qualities to those components.

COMPONENTS OF CREATIVITY:
- Personal Behavior and the need for achieving success and supremacy.
- Self-image and self-confidence highlighting expectations about oneself.
- Emotions such as expressions and driving energy.

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Opportunities such as effective leadership, communication network, change orientation, nurturing culture, effective reward and adequate resources.

Divergent thinking skills, intuition and effective behavior in social circumstances.

The above first four components are intrinsic, whereas the fifth component can be developed through training.

**TEAM LED CREATIVITY**

Teams bring a multiple perspective of requirements and ensure a link between reality and solution. Team members work with one another to produce novel solutions. Teamwork ensures the need for collective thinking and action among the members of the team. Each team member is asked to approach the given problem from someone else's perspective like the marketing problem is viewed with customer's point of view, whereas product designer may approach the problem from products perspective. The original problem is then force-fitted on to the new perspective for novel solution.

**SYSTEMATIC CREATIVITY**

Training for creativity is aimed not only at developing the intuitive, holistic approach of the right brain, but by combining it with the analytical facilities of the left brain. Championed in 1970s by U.S. Psychologists Roger Sperry, J.E.Brogan and M.Gazzaniga the principal of right brain creativity argues that the logical linear information processing habits of the left brain can not spawn creative solutions, while the emotional artistic and sometimes irrational approach of the right brain can.

Corporate trainers, who believe in this principle, therefore concentrate on the exercises that remove mental blocks to unconventional right brain activity – such as asking straitlaced executives to cluck like chickens.

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However, others argue that training should attempt to develop what people already do well hone their analytical abilities for creative solutions. The training works on the assumptions that individual’s can use even logical thinking creatively, provided the context is shifted from the orthodox one. Typically a six or seven members group is asked to suggest two hundred ideas in five minutes. On an average a group suggest thirty to forty ideas. The idea of this training is to parse the process of creativity into several identifiable steps and train people how to tackle each stage for creative solution. Thus, the creativity process map starts with listing areas of innovation, presents ways to trigger off new ideas and outline the entire sequence of direction such as challenging assumptions following which can generate novel and workable solutions.

TRANSFERRED CREATIVITY
By this technique employees are trained for creativity by transferring knowledge from a different field to its own business. Pre visit training consists of teaching people how to pick-up ideas that can be applied to their products.

As Corporate India competes to innovate, equipping their human resources for creative thought and action will be an imperative, not a luxury. That is why CEOs must find ways to put creativity on the corporate curriculum today.

BEST PRACTICES
- Breakdown the creative process into several steps that can be easily taught.
- Instill the importance of suspending judgement till other options emerge.
- Train people to look at a problem from the perspective of customer.
- Train managers to get the creative chemistry right between team members.
- Transfer creative practices, which have been adopted by people in related fields.
RETRAINING

Information Technology is fast developing. Information is fast and accurate. The role of middle managers and line managers is therefore required to be redefined within organizations and they should be retrained for their survival. Many companies are retiring middle managers for want of role clarity. Middle managers therefore should be retrained for the following areas of operations.

- Customer orientation.
- Teamsmanship
- Multiple skills
- Intrapreneurship
- Leadership
- Training skills
- Technology

Organizations retrench managers in the first place to make role for structural changes. As organization become flatter, they will start demanding more from middle level managers whom they have retained. Middle managers role is required to be strategic as they are expected to provide operational information for strategic decision making. Middle managers are the backbone of a company. If they are retrained they are the biggest assets otherwise they are biggest liability.

RETRAINING FOR CUSTOMER ORIENTATION

There is a stiff competition in markets. Organizations are focussing on quality and are treating customer as a king. Middle managers are required to be adapt themselves in buyers markets. Special training programs are conducted for middle managers so as to train them with the methods to deal with customers and solve service-related problems.
RETRAINING FOR TEAMSMANSHIP
Developing team-playing skill is essential for middle managers because the changing operational structure demands that they should function as democratic team members. Any organizations are using specialized management games to build teams spirit in their managers. In addition to these training programs, organizations use attitudinal surveys to gauge an individual’s team worthiness.

RETRAINING FOR MULTIPLE SKILLS
Development of multiple skills helps the middle managers to work in cross-functional teams and provide inputs to top management for strategic business decisions. Key result areas are identified for middle managers and then they are divided into technical generic and behavioral aspects. Technical competencies are the skills and knowledge required to function, generic competencies are the additional information required for a larger business perspective and behavioral competencies are the behavioral attitudes required for the job.

RETRAINING FOR ENTREPRENEURSHIP
As organizations grow and diversify into new business areas, middle managers can head strategic business units depending upon the level of their entrepreneurial skills.

RETRAINING FOR LEADERSHIP
Middle managers and line managers are required to develop innovative leadership qualities needed to spearhead teams and to contribute as key team members. In training programs to them, standardized leadership modules are incorporated and every manager who is promoted to middle management level has to undergo this training program.

RETRAINING FOR TRAINERSHIP
A key role of middle managers in future will be to provide training to team members, junior managers and trainees in the areas of their specialization.
RETRAINING FOR TECHNOLOGY

The dynamic nature of business and rapid pace of technological change demand the middle managers to be technically updated on global developments. Clearly as far as middle managers are concerned, retraining their jobs is just the first priority, retraining themselves for the flat corporation of tomorrow is the real challenge.

BEST PRACTICES

- Jot down every detail about competence and skill a middle manager requires.
- Devise training schedules to retrain middle managers for their new roles.
- Divide training budget to allot more caution for retraining middle managers.
- Use job rotation as a crash course for training them.
- Expose middle managers to key customers as often as possible.

This completes the chapter on Training. Training is indeed a litmus test for organizational development. Organizations all over India and particularly of Pimpri Chinchwad industrial belt are undergoing rapid changes. Organizational goals are changing so naturally the tasks are changing. People are required to be geared up to keep up the pace. This can be attained through training. The functions of New People Management (NPM) bridges the gap between the abilities that individuals need to perform these tasks – such as well directed leadership, self motivated teamwork and self generated creativity - and those they possess. Training is indeed a constant process for developing multi skilled work force.
CONCLUSION

Training & Development is an ongoing process. It links organizational, operational and individual training needs. It is indeed the key proactive HR function. It is developing learning organizations, multi-cultured versatile work force. All future training programs will be conducted to develop cross functional teams.

Training programs are conducted to increase productivity, to improve quality, to retain talent and for career progressions of individual employee. Training is indeed developing positive and high performance work culture. Training programs on Total Quality Management (TQM) are gaining stupendous success.

All current Training Programs and Future Training Programs are/will be customer oriented so as to attain the purpose of competitive advantage.

Cross-cultural training programs are conducted so as to attain parity with global culture to reap the benefits of globalization.

Training is indeed a Key Tool in the hands of Management and its effective use is leading to attainment of short term and long term organizational objectives. This perhaps the reason of involving external expertise for timely reaping the benefits of training.

Recruitment and Training and Development are indeed contributing for maintaining parity with external challenging environment. Good Training Organizations are a great attraction to new recruits and are leading to tapping and retaining the talent for organizational progress.

Industries of Pune City and Pimpri Chinchwad Industrial Belt are constantly conducting training programs to develop required matching skills. It is through the processes of Recruitment & Training, they are creating competitive advantage in markets. In fitness of existing complex markets, all training programs are customer oriented.