CHAPTER - VI

Executive Development in Heavy Engineering Corporation Ltd.
EXECUTIVE DEVELOPMENT IN HEAVY ENGINEERING CORPORATION

EXECUTIVE DEVELOPMENT POLICY:

A public statement of the board's policy on management development is an essential start to making management development effective. Managers and those working for them must know the ground rules. There have to be constraints on expediency so that individual managers can feel that the expectations they have for their own career development will be realised if they put in the necessary effort. By making the policy public and by ensuring it is carried out, it is possible to establish the firm basis of trust and confidence that is essential for good management morale. Because every senior manager worth the name will take an interest in the welfare and the development of the managers working for him but it is very magnanimous one who having coached, trained and developed one of his best young managers will then recommend that young manager for the next important vacancy that arises elsewhere. It is far more likely he will say, and even believe, that the young man is not yet ready for greater responsibility or that the prospects in his own department are so good that the man would do better to wait a bit longer until a vacancy occurs. Unfortunately the same thing may happen when the next promotion opportunity arises as well and eventually when the expected vacancy in the department does occur it is because the young man could wait no longer and has left the company.

On the other hand, it is not unknown for managers to put forward those people as candidates whom they feel that they can spare most easily. Manager of other departments soon realise what is happening and people recommended as candidates for posts as part of a management development process, become
regarded as debased coinage to be avoided at all costs. Appointment are then made from a limited range of candidates mainly from within departments from outside the company altogether. The unfairness of this practice is soon perceived by younger managers and any talk about management development opportunities is treated with cynicism.¹

These examples illustrate the importance of the role that the board has to play in making any management development scheme work effectively. Managers must be regarded as a company resource and it must be made plain that the overall needs of the company in this respect must that precedence over departmental priorities. Further more, if the board insists that assessments of people are accurate and fair, and that all candidates for promotion come from the management development scheme, the mistrust of the scheme will evaporate. A senior manager will be a lot less unwilling to release one of his managers for promotion if he knows that the candidates offered as his replacements will also be of good quality and will in a reasonably short time become as good as the man who has been promoted.

While drafting policy it is always useful to draw a distinction between policy and procedure: policy provides a set of principles and constraints that will ensure that any decisions made are in line with the board's intentions, whereas procedures describe the recommended activities and methods that will have to be followed in order that the requirements of the policy will be met. It may be necessary to amend procedures as circumstances change but there should be very seldom changes in policies.

This distinction between policy and procedure is also administratively convenient in that any changes in policy will need the formal assent of the board, whereas changes in day to day procedure can be carried out by the director or executive who is responsible to the board for the implementation of the policy.

¹ Garbut, D. Management Training Needs: A Typology Management Education and Development
and hence the policy statement should be very simple and concise covering all important main points. The main points may be:

1. An annual review of requirements based upon the company's corporate plans.
2. Objectives of management development and managers responsibilities.
3. Records and basic information needed.
4. Appointments and the filling of vacancies.
5. Administration and monitoring.
6. Assessments of people and other needs
7. Succession planning
8. Training, development and counselling.

1. ANNUAL REVIEW OF REQUIREMENTS:

   This part of the statement needs to show that forecasts of requirements for managers must be based upon the company's forward plans, that such forecasts must be done systematically across the whole company and updated every year. Requirements should cover emergency replacements, appointments impending during the next two years and longer term needs.

2. OBJECTIVES:

   The statement of objectives must make it clear that management development is seen by the board as an integral part of business or operational activities and that all managers share the responsibility to ensure that:

1. The best use is made of the talents of people within the organisation to meet company goals.
2. Managers and key specialists are efficient and up to date in their present jobs.
3. Sufficient people will be developed to meet the company's future needs.
4. People will be supported and encouraged to develop in their own career within the company.

3. RECORDS:

It is only necessary for the policy statement to see that adequate written records and information will be kept so that management development decisions are based on accurate up-to-date information.

4. APPOINTMENTS AND THE FILLING OF VACANCIES:

An important policy issue is the one of promotion from within. It is essential, if management development is to work effectively for a substantial part of all appointments to be made from within. This should not preclude recruitment from outside where there is a genuine need for it is in some specialist jobs where it would be difficult to provide the necessary training and experience in company.

It is also necessary to ensure that people chosen to fill posts will be released according to plan and that transfers between different divisions are encouraged.

5. ADMINISTRATION AND MONITORING:

The policy should nominate a member of the board or an executive reporting direct to the managing director as responsible for the overall administration of the management development procedures. The managing director must be actively concerned with the operation of management development and the role he plays should be made plain in the policy statement.

Every manager has a personal responsibility for the training and development of his subordinates this should be made plain in the policy.

The policy should state that procedures to enable managers to implement the policy in a consistent way will be introduced and that the progress of management development activities will be reviewed by the board at regular intervals.
6. ASSESSMENTS OF PEOPLE AND THEIR NEEDS:

There needs to be a system for obtaining regular reports of managers performance, their potential for further development and advancement and of their own personal hopes and ambitions for a company already using management by objectives, it is relatively easy to obtain such assessments as a natural by product of the regular performance reviews that take place. It would, however, be unwise for any board to consider introduction management by objectives with the sole aim of improving the assessments made.

7. SUCCESSION PLANNING:

Succession plans stem from considerations of management requirements and of the assessments of people. It is essential that succession plans are made and reviewed annually.

8. TRAINING DEVELOPMENT AND COUNCELLING:

Training and development needs stem from both personal assessments and succession plans.

Training and development activities are too often omitted, delayed or even canceled because of short term crises that are often as not, due either to bad planning or failure to recognise their importance. The policy must make it clear that wherever training or other development activities such as planned experience are called for, such activities will be regarded as essential as any other business activity and must be properly planned for and carried out.

The importance of counselling and coaching by senior managers as a means of training and development is worth emphasis.

BOARD'S ROLE:

The role of the board has already been discussed to some extent in the preceding paragraphs. Its concern is that the company has sufficient management resources both in the short and long term that those resources are being used to
their best advantage and that the procedures used are fair seen to be fair by all the people affected by the procedures.

As in all other matters, the whole company will be influenced by the attitudes expressed by the board so it is important that members of the board discuss the policy thoroughly and arrive at a statement of aim and principles to which all members feel able to subscribe. Once the policy is issued, the subject of management development must become a regular item on board meeting agendas. Individual board members, particularly those with executive responsibilities should also ensure that they personally set a good example by following procedures and not cutting corners.

**PROCEDURES TO IMPLEMENT POLICY:**

It is important, particularly in a large company, that management development practices should be reasonably uniform. Unless this is so it becomes difficult to transfer people in ways most beneficial to the company. Procedures are also a necessary aid to managers who will need some guidance and assistance on what to do.

The precise nature of procedures will depend upon the structure and the type of organisation. The following is a check list of items that need to be covered:

1. Organisation of the management development function.
2. Explanatory note on the annual cycle of procedures.
3. Organisation charts.
4. Personal records and management inventory.
5. Job descriptions.
7. Performance appraisals.
9. Forecast of management manpower requirements based upon company planning processes.
10. Methods of notifying vacancies.
11. Succession planning.
12. Recruitment from outside.
13. Selection procedures and the making of appointment.
15. Identifying training needs and setting of learning objectives.
16. Management training both in-company and external.
17. Planned experience.
18. Inter company exchange.
19. Organisation development and team building.
20. Validation and evaluation of training
21. Management development and training budgets.
22. Management development committees.
23. Reviews of management development by the board.²

It is highly unlikely that every item on this check-list will be used. If all were included the procedures manual might be daunting document. Test best system is to introduce the basis procedures known to be needed and to add to these as other needs arise.

A company which has not previously had a formal management development scheme it will be necessary for managers to learn to operate the system properly. This will take time because all managers will need to receive some formal training followed by assistance and guidance on the job until they have become thoroughly familiar with the routines required. As the management development cycle is usually an annual one, it will take two to three years before the board is likely to be satisfied that the scheme is being properly implemented for this reason too, it is important to ensure that procedures are drafted with great care and they not altered for a considerable time. The temptation to change the system after a year or two because progress seems to be slow must be resisted

unless there is clear evidence that it is the procedures and not the managers understanding of them that is at fault.³

A good deal of the routine administrative work can be done by the management development staff but line managers have to decide and approve their departments organisation charts, job descriptions, personnel specifications and forecasts of manpower requirements.

Managers also have to develop the necessary interpersonal skill to be able to conduct appraisal in reviews and counselling sessions with their subordinates. Occasions such as these are often quite difficult to conduct and can cause considerable difficulties and embarrassments for the inexperienced manager. Formal practical training using devices such as closed-circuit television is the only way to get over such problems. Planning for and creating the large number of learning opportunities needed to help all managers to reach a reasonable level of competence will take a considerable time in a large company, even although the actual training time allowed per manager is quite brief.

An examples of the content of a basic management development training course for managers is given below. This programme concentrates mainly upon the activities which the manager himself will have to control. It is divided into three sections each of which might be carried out as a short session on its own.⁴

1. The management development process. Company policy, company procedures and how these relate to the company's corporate planning procedures. The steps by which procedures will be implemented and the annual time table for updating them.

2. The actual preparation of organisation charts, job descriptions and personnel specifications and how they are used. How to make forecasts of future

³ Ibid.
⁴ Ibid.
management manpower requirements and how these forecasts need to be incorporated in company plans.

3. The appraisal of management performance and of potential. Appraisal interviewing skills and the skills of coaching. The identification of training and development needs and the setting of learning objectives. The planning and supervision of training carried out on the job within the managers own departments.

   It has been found that the complexity of the three units differs considerable. The first section would take no more than half a day to present, the second needs a day so that participants can actually do some practical work and the third session requires two or even three days as a considerable amount of practical work is necessary.

SUPPORT STAFF:

   It has already been recommended that the administration of management development be in the care of a director or an executive reporting to the managing director. Additional staff will be needed depending upon the size of the company. It is not possible to give an exact figure for the number of managers and potential managers that can be looked after by a single management development manager as it will depend upon the nature of the company and the procedures adopted. As a very crude guide however, it is perhaps possible to say that it will be very unlikely that one man will be able to provide an adequate service for more than 400 managers and that the figure is likely to be less during the introduction of a management development scheme when there is a lot of training to be done.

   The main duties of a management development manager will be to:

1. Provide career guidance and advice to managers, it being usual that requests to seek such advice be approved by the manager's superior.
2. Plan and carry out training and development programmes to meet the training needs of managers identified by the procedures.

3. Assist line managers to implement those aspects of management development policy and procedures for which they are responsible, e.g., to issue appraisal forms, send out reminders about meeting planning dates and give direct advice and assistance where necessary.

4. Carry out the general administrative work laid down in the management development procedures such as to keep records, act as secretary to the management development committees, compile reports, prepare forecasts of requirements, and prepare plan proposal, undertaken the administration of selection and appointment activities on all candidates being considered for any promotion or transfer.

**THE NATURE OF EXECUTIVE DEVELOPMENT:**

A report recently commissioned by the National Economic Development Organisation carried out at The Institute of Manpower Studies at Sussex University. Dr. Timothy Legalt estimated the 1991 managerial population of the UK at 540,000 increasing to 500,000 by 1995. Management can thus be seen as a major activity in modern society and one for which until comparatively recently, little or no training was forthcoming. It the past the managed just grewed as a result of being placed in a management post by virtue of birth, favour, marriage or the nature powers of leadership.5

In present complex, technologically sophisticated society demands more than selection by choice and development by opportunity. Because we need more managers, more people without the obvious skills are being obliged to undertake the managerial role. The situation is heightened because we are also demanding many more skilled professionals: lawyers, doctors, scientists, entertainers, and these ranks must be filled form that body of the population which could have
been expected to fill the managerial void. Certain sociological factors have worked together to help the situation: class barriers have largely disappeared enabling all levels of the population to aspire to managerial posts, education for all has removed another have/have not's barrier. Women are increasingly taking their place in our economic society. Nevertheless, the demand for managerial talent has resulted in a realisation that we have here a human activity which makes peculiar and particular demands upon those who undertake it that the numbers needed—if these demands are to be met—are steadily increasing. The ratio of managers to workers is rising as technology advances and greater demands are made on each management post. As a result not only are more managers needed but the level of skill and knowledge required of the individual manager is also rising.

In recent years comparatively a critical examination has been made of the management job than earlier in the United Kingdom, management was being studied at Manchester College of Science and Technology as early as 1922. The British Institute of Management was founded in 1947 and many technical and professional bodies included management as a subject in their examinations before the Second World War. The real impetus for management training and development has, however, only appeared since 1945 and most specifically since the Franks Report of 1963 and the foundation of the Business Schools at London and Manchester in 1965. Now the flood gates are open; courses abound management schools are legion. reports appear with the seasons. experts pounce from every angle, a new wave of corporate planners appear with each batch of MBA’S; but still many firm remain at worst unconvinced. At best puzzled. An understanding of the true nature of management which is in many cases, only partially understood so that many people still cannot see the ordinary mortal as being capable of practising management.

5 Dr. Timothy Legalt - The Institute of Management Studies, Sussex University.
If we are to examine management development we must carry out a needs-cost-fulfillment analysis by studying total manpower requirements, determining what is needed to fulfil these requirements, assessing personal needs, examining the learning process and the activities of learner and theater and placing all of these concepts within the framework in which they must operate in the working situation. Within this working situation where management is in action, management development must also be in action and learners, trainers and managers must develop the expertise needed to produce the managerial team of the future by using the managerial arts and skills in a manner appropriate to the technology, the style and the market. These arts and skills—delegation, counselling, leadership assessment of performance—all from part of the management learning process and also of the management task.⁶

The practice of management is a way of life. It is one of the inherent characteristics of man; one of the arts practised from time immemorial. Like other arts, it is based on a body of knowledge the more exact the more likely is the practice of the art to reach heights of achievement.

Management is a feature of every aspect of our society. Manufacturing industry, the service industries, local and central government, educational institution, churches—all need to be managed.

If we accept that there is a common (management) component in all these activities, this component should be capable of conceptual isolation, and a body of knowledge devised which can be taught and on the basis of which skills can be developed. It should also be possible to devise programmes of training which will provide the community with a body trained managerial talent in the same way that it can be provided with trained teachers, chemists, engineers, economists and clergymen.

⁶ Ibid.
Management is a practical activity, based upon a wide range of academic disciplines each of which needs to be studied to a considerable depth. As a result, the teaching of management has become a highly generalised activity in which a team is involved in relating a wide range of academic concepts to a strictly practical situation by means of highly developed analytical abilities, creative problem solving and skill in personal relationship.

The problems of a particular manager's programme of training are multiplied when we come to consider programmes of management development for an organisation. Such programmes must not only cater for the requirements of the individual manager they must also encompass the activities of manager at all levels throughout the organisation and provide for management succession—anticipating growth, technical change and legislative changes and providing the managerial talent necessary to motivate and control the organisation in a changing growing environment.

A management development programme should have a fivefold objective:

1. To improve the job performance of the managers currently in post.
2. To provide adequate cover in the event of unexpected short-term changes such as death, transfer, resignations or unanticipated new developments.
3. To raise the general level of management thinking and understanding in all branches and at all levels in the organisation.
4. To provide a supply of managerial talent which will meet the anticipated needs of the future development of the organisation in terms of commercial change, growth and increased technological and managerial expertise.
5. To extend the frontiers of knowledge in the understanding of the management function.
If the management development programme is to fulfil these five requirements it must call upon the entire range of resources of the organisation and of the national and international facilities available in this field. Commitment and understanding is demanded from top management, cooperation and skill in imparting knowledge and skill from senior and middle managers, and an eagerness to learn at all levels. In many cases the organisation will employ its own management development specialists. Close links will exist with local and national authorities-educationalists, academics, consultants, management practitioners. Lectures, seminars, books, films, case studies all abound and are available for use. The objective of the management development programme is to obtain the best fit in terms of effectiveness and economics not only for the organisation as a whole but also for each individual. It can be as wrong to produce a standard company mould which restricts the occasional vibrant personality as it would be to concentrate on training a few prima 'donna's' in the hope that they will leaven the whole lump in some mystical manner.

Education training and personal development are all part of the pattern of management development leading to an organisation-wide atmosphere of learning in which everybody has a part to play. It is common on management courses for students to say that they have learnt more from other students than they have from the instructional staff. This is often said without complying any criticism of the instructional staff and is an indication that the staff have succeeded in a major objective—the creation of a learning situation in which the student can learn and develop by using all of the resources available to him. The skill of the staff has been in providing the resources, bringing them to the attention of the students. Imparting sufficient knowledge for learning to commence and catalysing and guiding the learning process.

A successful management development programme will achieve all of these effects in the company situation by marshalling and presenting the
necessary resources creating learning situations and monitoring and evaluating the degree of effective learning as expressed in job performance.

In common with other management activities management development can be seen as having two stages of activity:

1. Making decisions-a strategic activity from which a policy emerges the material upon which these decisions are based comprises the corporate planning of the organisation the manpower plan, an understanding of the learning process, an assessment of strengths, weaknesses and needs (both corporate and individual). Knowledge of the resources available and a clear understanding of the desired objectives.

2. Implementing these decisions-a tactical activity involving making operational decisions, motivating and controlling staff, coordinating the activities of superordinates, subordinates and colleagues-in short, achieving the results and objectives designated at the strategic stage.

An major decision must be that of deciding who is to take responsibility for the successful operation of the management programme. The responsibility must rest finally with the chief executive because of the organisation-wide nature of the exercise. Obviously this responsibility must be delegated but the delegate must be an executive who has the ability to represent the activity at board level. Responsibility for the continued development of existing managers and the creation of their future colleagues and their replacement must involve all of the management staff—not merely those in the management development department.

Each management post calls for an accurate matching of the job description based upon the work which needs to be done, with the skills of the incumbent of the post. In order to fill a specific management job, a man or woman needs to cultivate a range of abilities some of which will be in common with every other management post while other are peculiar to that one job. The
basic function of the management development programme will be to isolate the present and future requirements of each job to compare these requirements with the managerial abilities available and to develop means whereby these two can be paralleled. Each management job calls for:

1. Background knowledge
2. Knowledge for application
3. Tools subjects, such as statistics or mathematics
4. Management skills
5. Management techniques such as value analysis or critical path analysis.

Business schools, universities, and colleges have tended to:

1. Identify the areas of accepted academic disciplines seen to be relevant to the management function (economics, psychology, sociology, statistics, mathematics, and so on)
2. Take on to these subjects the qualification subjects seen as being directly related to the management activity (accounting, operational, research, applied statistics, computer science)
3. Offer a melange of subjects which purport to provide the embryo manager with the tools of his trade.

This approach is analogous to providing a journeyman joiner with saw, plane, and adze and then turning him out to operate in a chair-making factory alongside a group of experienced workmen.

Because of the realisation that management ability can be proved only in the work situation, the teaching of academic disciplines has been supplemented by the development of a range of teaching designed to relate the academic learning to the work situation and to simulate the actual management task. By using exercises of this nature—case studies, role plays, in-tray exercises, business
games-and providing the situation with an analysis provided by the teacher or (more effectively) by the group itself, the teacher of management takes his student body close to the live situation and gives them the opportunity to practise as managers without the risks (to the profitability of the organisation and to the morale of the trainee manager) which attend the live situation.

Even simulation is not, however, seen as being a sufficiently close approach to the management situation and the attention of progressive teachers of management has been directed recently towards training managers while they are engaged in the real-life situation. In this way the management teacher achieves:

1. Complete integration of the working and the learning processes.
2. A heightened sense of learning because the learner is in a position to learn from his own actions with the help of tutors.
3. Involvement of the management teacher in the work situation thus enabling him to relate the learning to the action more directly and enabling him to be seen as a realistic and to improvement in the performance of actual job.
4. Active participation between the academic trainer, the trainee and the trainee's own superior aided by any management development service which exist within the organisation.

Management development is an activity designed to improve the performance of existing managers, provide a supply of managers for the future and extend the understanding of the management activity by drawing from three resource areas:

1. The knowledge, skills and teaching abilities manifested by the academic worked and exercised through the academic tutor.
2. The experience local expertise and resources provided by the organisation within which the trainee operates.

3. The trainee himself.

Without a true report between these three constituent elements, each aware of its own contribution of the other partners, management development will be a two horse troika with the third horse not merely immobile in the shafts but also positively hindering the efforts of the other two.

EXECUTIVE DEVELOPMENT IN H.E.C.L. :

MEANING AND NEED:

Executive Development is the improvement that takes place in the skill of an employee through proper training. The potentialities of an employee can be utilised in the full measure only when they are provided with an opportunity to grow properly. For this purpose, skill formation and addition to the merit of an employee through training is necessary. Likewise, when the ability of an employee is enhanced, he must be provided adequate avenues for vertical advancement. Thus, development must include the operative function of promotion as well.

The operative function of development in personnel management is conditioned by the nature and extent of training facilities. Nothing is so important as training to improve the effectiveness and efficiency of the labour force. It is regarded as the most promising attack on many problems that rise in the firm or agency and to interpret the managerial policy of the organisation in order to improved co-operation. Employees off all categories in an enterprise may be benefited.

Despite wide variety of training needs, methods, and programmes, there are certain principles of training that have fairly wide application. Industrial trainers are continually re-discovering the value of using soul basic principles in their work. Thus, for example, Halsby shows that recent industrial training trends
reflect the recognition of basic principles. His statement trends may be summarised as follows:

1. Training is better selection of trainees.
2. There is a tendency toward training of individuals;
3. Training is becoming more specific rather than more general.
4. An increasing proportion of training is being done by foremen and fellow employees rather than by a formal training staff.
5. The part of the learner is growing more dynamic rather than more static—there is more participation on the part of the learner.7

One of the reason for paying attention to training principles is the recent experience during World War II when training needs, both civilian and military, were critically acute. Lawshe and Harris, discussing the extensive military researcher in training, commented.

The chief contributions to industry from these studies come from the revelations of the enormous waste that can result improper training methods and devices and the fact that the application of basic psychological principles and techniques has real economic value.8

Training methods are numerous and varied. Some are useful for specific for groups of management and employees. Others are helpful for dealing with specific subject matters. Most training methods, however, have a variety of uses. One of the professional training functions is to selection the most appropriate methods for a particular training programme.

A wide variety of methods is available to determine training needs. Some of the principle ones include: (1) job analysis, (2) psychological tests, (3) morale

7 George, H. Helsey : Training employees, Harpor and Brothers, New York, 1949, pp. 3-5.
survey, (4) personnel audits, (5) activity analysis, (6) analytical methods, and (7) group therapy.9

Traditional rank and file training methods include (1) one the job training, (2) vestibule schools, (3) vocational schools, (4) company training schools, and (5) the three position plan. Training methods for craftsmen and supervisors include. (1) apprenticeships (2) internships, (3) job rotation, (4) flying squadrums, (5) understudies (6) college training and (7) executive development.10

It is very difficult to differentiate clearly between supervisor and executives except at the extreme ends of the continuum. Therefore, there is a considerable overlap between supervisory training and executive training. Some of the special duties of the executives are (1) Planning, (2) Organising, (3) Directing, (4) Co-ordinating, and (5) Controlling. Some the methods, adopted for executive training are (1) job rotation, (2) syndicate system, (3) committee system, (4) case studies. (5) conferences and role playing sessions, (6) executive councelling and (7) intership or understudies arrangements.11

**TRAINING FACILITIES IN THE H.E.C. :**

The H.E.C. lays special emphasis on improving the functional efficiency of its work force by imparting proper training to them from time to time. The main aim of training, states the "Establishment Manual" of H.E.C., is to improve upon the functional efficiency of the work force in their present and train them for shouldering higher responsibilities to improve upon the skill and attitudes of the Managers, Supervisors, and others, and develop them in professional competence.12

The H.E.C. has, with this end in view, established its own Training Institute which functions under the Administration and Personnel Division of the

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Corporation. There are also Training Section attached to the Administration and Personnel Division of each Plant.

The H.E.C. Training Institute has two wings:

(1) Trade Training Wing, and
(2) Management Training wing

1. TRADE TRAINING WING:

The Trade Training Wings undertakes (1) Training of apprentices, (2) Refresher Course, (3) Training of workmen, supervisors, officers from outside organisation, (4) Training under the practical training stipends scheme of the Government of India and vocational training Under the provisions of the Apprentices Act, 1961, the Corporation imparts training to apprentices. The period of training varies from trade to trade. The trainees spend five days a week on-the-job training in the Plants and one day attend theoretical classes at the Training Institute. Departmental candidates, if and when put on training under the scheme, are absorbed in suitable positions of successful completion of the training. Others are appointed only if there is need for additional hands.

A number of training sections have been attached to the Administration and Personnel Division of the Plants which undertake (a) reorientation training for workmen, (b) refresher training, and (c) training of personnel abroad as well as in other organisations in India.

The personnel, who are rendered surplus, and those in semi-skilled and unskilled categories, are trained for areas where there is shortage. Such courses are undertaken on need basis, on specific orders of the Management, Refresher courses are conducted from time to time to improve the proficiency of workmen and supervisors. They include theoretical as well as practical training. Refresher courses are arranged on need basis on the advice of the line Managers where deficiencies have been noticed on where improved skills are called for such

courses are conducted during working hours. The duration of the course and the number of participants are determined in each case considering trade, nature of job and other relevant factors.

Executives are sent for training of either outside organisations in the India or abroad. The foreign collaborators provide training facilities in their countries for certain Corporation personnel in terms of agreements signed with them. The training is undertaken in those areas where such facilities are not available in the country. Normally, trainees are selected from among those who have qualifications and experience in the field of specialisation. Officers and others are sent to participate in seminars and short term training courses conducted by external agencies.

2. MANAGEMENT TRAINING WINGS:

The Management Training Wing conducts the following course: (i) Management Development courses, (ii) Functional courses in different subjects, (iii) Executive Training Scheme, (iv) Foremanship Training Scheme, (v) Coaching classes for A.M.I.E. (vi) Training of Supervisors under TWI Scheme and (vii) Workers' Education Scheme.

Management Development Course are run to cater to the needs of Managers at different levels. Functional courses in different specialists are arranged from time to time to enable the officers dealing with specialised subjects to exchange views and experience with others dealing with the same subject and other colleagues working in related areas. Functional courses are conducted in Materials Management, Personnel Management, Industrial Engineering, Financial Planning and Control, Production Planning and Control, Cost Estimated and Printing, Plant Maintenance and Management aids like PERT, CPM, etc.

The Corporation has introduced a scheme of selecting promising young men and women for training as executives in the fields of Engineering, Finance,
Personnel, Materials Management, Public Relations, etc. The period of training is two years. The first three months are devoted to indication training and the balance to in-plant training. In the second year of training, they are placed in the Plants/Divisions for on-the-job training.

The course under Foremanship Training Scheme is designed to widen to knowledge and effectiveness of Supervisors. The course has been recognised by the All India Board for Technical Studies in Management and certificate, issued by the H.E.C. are endorsed by the Chairman, All India Board for Technical Education in Management. The course for AMIE provides opportunity to the employees for self-improvement and career development. The scheme for training of supervisors affords opportunity to first line supervisors to develop communication and supervisory skills, acquaint them with better methods in day-to-day work, develop safety consciousness, healthy job relation, better technique in office management, etc. This programme was initially scheduled to cover the following points: (1) Job supervision and communication, (2) Job methods, (3) Job safety and job relation, and (4) Office supervision. The Workers' Education Scheme aims at promoting among workers greater understanding of the problems of their economic environment, their privileges and obligations as union members and citizens, develop leadership from the rank and file and promote growth of the democratic progresses and traditions in the trade union organisation creates an awareness of social and economic responsibilities of workmen, and the development of effective trade unions through better trained officials and enlightened members. Under this scheme are included (a) Workers' Teachers' Training Course, and (b) Workers' Training in Unit Level Classes.

For the ordinary workmen, four unit level classes are conducted in quarter. The total number of classes does not exceed sixteen. Each class accommodates 25 trainees. Workmen who attend 75% or more of the classes held under the scheme before the factory or office timings, are paid Rs. 15 per month as incentive in lieu of time off concession. Such worker-teachers as may
show proper interest and good result in the above programme are given ex-gratia payment, subject to minimum of Rs. 45 and a maximum of Rs. 60 in each session per worker-teacher.