CHAPTER -V
FINDINGS, SUGGESTIONS AND CONCLUSION

Learning and development is a vital function for human potential optimisation. Generally training is focusing the overall development of the human resources and for meeting the mandatory requirements. But competency based training is the organisation specific, people specific. The outcome of competency based training and its impact over the human potential development is needed to be practiced and improved. This research identified the significance of competency based leadership development training and also suggestion for improving the impact of training on overall competency building for the organisation.

SUMMARY OF FINDINGS

To attain the framed objectives of the study the analysis is done in four parts and presented in the previous chapter. The findings obtained from various analysis are summarized as follows;

1. Executives opinion about the traits of personality namely extraversion, openness with experience and agreeableness differ significantly based on age.

2. Except Neuroticism executives opinion about all other traits of personality differ significantly based on their education.

3. All the traits of personality namely extraversion, openness to experience, agreeableness, conscientiousness and neuroticism differ significantly among executives with different experience.
4. None of the traits of personality differ significantly between male and women.

5. All the traits of personality namely extraversion, openness to experience, agreeableness, conscientiousness and neuroticism differ significantly among executives from different units.

6. Out of the five traits of personality, four traits namely extraversion, agreeableness, conscientiousness and neuroticism differ significantly among different grades.

7. Among the selected demographic factors age and gender did not have significant difference on leadership competency among executives working in NLCIL.

8. The demographic factors education, experience, place of work, and grade is found to have significant difference in their leadership competency.

9. Except conscientiousness all other traits differ significantly based on trainer competency.

10. Programs conducted by trained trainers have significant difference in executives level of leadership competency.

11. Majority 78% of the executives have agreed that the facilities provided by the corporate for training is satisfactory.

12. Majority of the executives felt that corporate is showing more involvement in developing leadership competency among executives.

13. More than 90% of the executives who have attended the training program on leadership competency are highly satisfied with the training program.
14. Nearly 91% of the executives who attended the training program opined that the program has covered the maximum of leadership competencies required by executives in NLCIL.

15. 96% of the executives are satisfied with the trainer competency for facilitating the learning..

16. All the traits of personality namely extraversion, openness to experience, agreeableness, conscientiousness and neuroticism have found to have positive and significant influence on leadership competency.

17. The trait conscientiousness is found to have highest correlation with leadership competency which was followed by openness to experience and agreeableness.

18. 59.8% of the total variation on leadership competency is made by executives personality traits.

19. Experience of the executives also has equal influence like personality on developing leadership competency.

20. As all the traits combined together openness is found to have the highest impact on leadership competency which was followed by conscientiousness.

21. Opinion about all the statements of all the traits differs significantly among executives working in NLCIL.

22. Significant difference is observed between the opinion of executives before and after training about all the personality traits.
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23. Significant difference is observed in the participants’ level of neuroticism before and after training.

24. Significant difference is observed in the participants’ level of agreeableness before and after training.

25. Significant difference is observed in the participants’ level of conscientiousness before and after training.

26. Significant difference is observed in the participant’s level of extraversion before and after training.

27. Significant difference is observed in the participant’s level of Openness to Experience before and after training.

28. Openness to Experience traits has more significance than other big five traits on improving the competency development of Executives.

29. Executives of Openness to experience traits followed by conscientiousness has acquired the higher level of competency compared to other big five traits.

30. Significant association between gender about the usefulness of learning log for enhanced learning was observed.

31. Significant association between gender about the usefulness of action plan development for transfer of learning was observed.

32. 54.8% opined that action plan prepared at the end of the training programme helped them for transfer of training and acquire the required competency.
33. 88% opined that Learning log prepared at the end of the training programme helped them for their enhanced learning and improved their experience.

34. Support given by the Organisation brings satisfaction among executives towards Leadership competency.

35. Executives satisfactions have fulfilled to met their expectation towards Leadership competency.

36. Support and environment provided by the superior is helpful for post training competency development.

37. Support given by the organisation has fulfilled the expectations of executives towards Leadership competency.

38. Sensitisation programme about the development centre and the competency development created awareness about the competency development and its importance among executives.

39. Competency based learning and development intervention is more effective than the general topic based training.

40. Participation of executives during the experiential learning is high compared to the class room training.

41. Competency based behavioural training intervention is changing the behaviour of the individual.
42. Development centre based competency development training; the participants know their developmental needs. So the level of participation by the participants in training is very high.

43. Development centre assessment and feedback helped to identify the potential competencies and required competency for the executives.

44. Development centre is a best method for identifying the competency based training needs of employees.

45. Designing and conducting training program based on group competency requirement is highly addressing the need of specific group of people.

46. Big five profiling is helped to identify the personality traits and its relationship with job performance and requirement.

47. Personality profiling helped the individual to understand his/her behaviour and required behaviour for excel in profession.

48. Games and activity based learning is better than the class room training for reflective learning.

49. Most of the participants expressed that refresher training will enhance the competency development.
SUGGESTIONS

The researcher has identified some suggestions from the findings. The suggestions are based on the objectives of this research and suggest overall improvement on competency based learning and development for the organization’s human resource optimization.

The competency for job or position and the preferred level of competency requirement are to be spelled out to the executives in the job description. It will enhance their awareness about the behaviour competency requirement.

Competency assessment should be based on job specific rather than position specific. It will be helpful for the assessor to identify the exact behaviour requirement for job and helpful for using appropriate tools and instruments for assessment.

The assessor may be an internal person or blended with external person for effective understanding of job nature and its competency requirement. If the assessor is new to the organisational process and function, there is a possibility of lack of understanding about the individual potential and required competency for the job.

The individual development plan and its significance along with the job specific behaviour requirement should be briefed to the executives and required action plan or areas of improvement should be briefed in understandable way rather than using competency jargons.

Identified Individual development plan and group development plan should be clearly spelled out in terms of areas of development interventions, individual intervention and organisational interventions. The development interventions should
be shared with the training programme designer and the faculty team for focus areas of interventions and to understand the priorities in competency development.

Meeting of Assessor, individual and his superior to be arranged during the feedback section and environmental support and management support required for developmental interventions to be briefed. It will be helpful for the executive to take challenging task in the work for improving competency.

The training programme design must be grouped to meet the specific competency requirement of the executives rather than generic competency requirement for executives. The case studies and experiential learning methods must be closer to the real work or job nature, which support the reflective learning and experiencing.

The designer must consider the group’s job nature, work nature and position. Accordingly the training methods and techniques need to be employed for the required behaviour change through the development interventions. It will enhance the result oriented learning during the experiential or development intervention implementation.

Subject matter expert with train the trainer may be employed for active training facilitation and effective learning. Adult can’t be taught; but need to be facilitated. Hence the experienced train the trainer will facilitate experiential learning rather than subject matter experts.

Trainer should explain the importance of learning log and action plan preparation for the development of competency and transfer of learning. Trainer
should create a conducive environment for writing the reflections or learning in the learning log and identify the road map through the action plan development.

The participant superior may be invited for debriefing the action plan prepared with the facilitator. This will be helpful to identify the possible roadblocks for implementing the action plan. It also helpful for the superior to understand the development plan requirements of his/her subordinates and incorporate some specific development-oriented task in his/her work allocation or work planning.

The participant may discuss with the superior for his progress based on the action plan, The Superior/mentor should suggest necessary remedial measures and feedback to the participant to acquire the desired competency.

The management may provide necessary books for acquiring the competency based knowledge for their executives. Also it is suggested that knowledge sharing sessions may be organised for collaborative learning.

Refresher training or retraining for competency development may be arranged after three to six months of the training intervention. Refresher training may be designed as an interactive session; where in the trainer and participant should identify the roadblocks and corrective measures on competency development.

The entry level executives should be selected through the assessment centre. In this case, the competency enhancement is easy through training intervention. If the executives are very low in behaviour competency, developing competency from lower order to higher order will be a continuous and long process.
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Job rotation may be implemented in all work area of the organisation. It will be helpful for capacity building and overall development of the Executives on succession planning. Job rotation enhances the functional competency required for managing different task of the organisation.

Organisations should encourage the capacity building of the executives by facilitating learning, gaining experiences through seminar and plant visit. Also facilitate learning from the best practices of other organisations.

Executives may be encouraged to update or improve their academic knowledge by deputing higher studies or management courses which enhance their competency and provide a learning opportunity to understand the real world competition and markets.

There must be a balance between the class room training and experiential learning. The concept, theory and principles may be summarized through the class room training. The skill and behaviour part of the competency is needed to be addressed through the experiential learning.

Along with the action plan, the executive may be given some real time projects based on their competency development requirement. It will facilitate them to acquire the competency and ensure the transfer of learning.

Every learning and development centre should transform or function as a research and development centre. It should frame a system to ensure the learning as a continual process and competency development through the on the job learning.
need to devise a system for giving proper feedback to ensure the overall competency development of all employees.

**SCOPE FOR FURTHER RESEARCH**

The findings and conclusions of this research lead to further research scope in the competency based human resource development. The suggestive topics are as follows.

1. Systematic approach on competency based functional training for organisational capacity building.
2. Developing models for the competency based systematic approach on learning and development for specific Industries.
4. Impact of competency based learning and development intervention vs Generic leadership learning and development interventions.
5. System for optimizing the transfer of learning by involving superior and post training projects.

**CONCLUSION**

In the competitive LPG environment, organisations including PSUs are also required to be competent to face the challenges. Competitiveness is depending upon the human assets or human potential of the organisation. The human potential need to be competency based both in functional and leadership behaviour. Developing
horizontal leaders across the organisation through learning and development intervention will make the organisation become a sustainable one.

Assessing the competency of the job or position for the executives will be helpful for identifying the requirements of learning and development intervention. It will help the executive to identify the areas of improvement and needed behaviour to excel in the job or profession. It is possible to change the behaviour of an executive based on the competency based learning and development intervention.

The age, gender, qualification, nature of work, unit of working, grade have its own relationship with personality and leadership competency. Place of work have its own significance over the development of Leadership competency.

Trainer has an important role in the effectiveness of competency based training. Designing and implementing the training by using subject matter expert with and without train the trainer certification has its significant in its effectiveness. Big five personality traits is useful for measuring the effectiveness of leadership competency and behaviour change is identified from the pre and post test of Big five traits.

Openness to experience traits indicates the improvements of learning over the rest of the traits. Higher level of competency based leadership development was identified from the participants having high level of Openness to experience compared to other traits. Learning log and action plan preparation will be helpful for the participant to enhance their learning or transfer of learning.
Strength respects strength. Competency is the only strength for executives’ excellence in leadership or Profession. Acquiring the required behaviour for the job or position will make everyone in the leadership pipeline. Either organisation or individual should identify their competency requirement and search the opportunity to develop the competency is the need of the hour. Leadership and learning is indispensable to each other.

**Managerial Implications.**

Based on the findings of this study, the following cautious implications for the practice of the learning and development interventions have been made. It is mainly applicable for the competency based training approach. Competency based intervention has been systematically approaching the training intervention as a tool for competency development and to meet the performance gap.

There may be a difficulty in devising a proper competency model for multi-functional organisation and identifying the individual and group competency gap. Even though the competency gap was identified, designing and conducting the learning and development intervention based on the priorities of the organisation and individual will be a difficult task. Hence prioritizing the competency requirement for the selected group and addressing the competency gap for the important function is required.

Further, there must be a proper design with experiential learning methods needed to be incorporated to ensure the experiential learning and behavioural change through thinking and reflection. Proper system for identifying the professional trainer
to ensure the delivery of training and facilitating the learning through experience is needed. Competency development and behaviour change is possible through the experiential learning.

Learning log will ensure the learning from experience and action plan preparation will be helpful for the transfer of learning or application of learning. Creating positive work environment to implement the learning by providing supportive environment by the superior or management will ensure the competency development.

Management should also facilitate learning through job rotation; deputation for advance learning, encourage the updating of functional or academic knowledge to enhance the competency of the employees.

It is also suggested that further research on project based evaluation of transfer of learning or behaviour change is needed. Also a proper system for measurement of return on investment of training and organisational impact on competency based leadership development is needed.