The objective of this concluding Chapter of this study is to draw an integrated summary of the major findings of the study based on Chapter I, 3-6 of this Thesis. Armed with this, the policy implications of the findings in the form of suggestions for future ETD improvements and effectiveness would be put forward. It would be followed by the final conclusion of the Study - Thesis.

This approach would enable the Researcher demonstrate the key achievements of the study in terms of its material contribution to knowledge, its ability to furnish evidence of originality made manifest by the discovery of new facts, exercising of the power of critical thinking, action and independence. Finally, the suggestions when effectively implemented would enable Enterprise Strategists — the Top Management — to effectively deal with the identified ETD needs covered in the study in their own best interest.

For convenience purposes, this Chapter would be discussed under seven broad Sections (from Section 7.1 to 7.7) as follows:

1. However, for the purpose of this Chapter it has been deemed appropriate to take off with a brief recapitulation of the Research Methodology (or Background of the Study) even
7.1 IN-ROAD INTO THE RESEARCH

This Study was Executive Training and Development Evaluation Survey Research in ten Enterprises in and around Chandigarh. These comprised five Public and five Private Enterprises. They were mostly engineering, agro-based large and medium-scale industries. The study was both conceptual and empirical in approach. Empirically, it was concerned with knowing the opinion — perceptions and expectations — of the Key Executives of these Enterprises about the State of art of various aspects of Executive Training and Development Function (ETDF) in their Enterprises, with a view to identifying their Executive Training and Development (ETD) needs that required solution through workable suggestions. This objective was based on the study’s lone hypothesis that scientific, systematic evaluation of on-going practices of Executive Training and Development in the Public and Private Enterprises in and around Chandigarh on the basis of the perceptions and expectations of their Executives will reveal or identify their various Training and Development needs in terms of Executive Training and Development Policy Environment, Planning, Administration and Evaluation, which when matched with workable

though the latter became Chapter 2 in the text of the Thesis, while Chapter 1 in the text would now be treated under Section 7.2 of this Chapter. This exercise would enable the main findings contained in the relevant Chapters to be summarized sequentially.
policies effectively implemented will enhance the effectiveness of the Executives, their Enterprises and entire Executive Training and Development Function. Literature Survey dealt with the conceptual aspect.

Out of a total universe of 275 Executives 151 of them filled up and returned their Questionnaires. This Thesis contains fifty nine Tables and nineteen Appendices. In addition, each Chapter (from 1-6) has already been summarised in the text. However, this consolidated summary is aimed to provide opportunity for easy access to the main findings especially their policy implications which were lacking in the Chapter-wise summary under reference. Details of the Research Methodology have been given in Chapter 2 in the text.

Consolidated summary of the main findings of the study, keeping in view Chapters 1, 3, 4, 5, and 6 would now follow — under Sections 7.2 to 7.6 of this Chapter.2

7.2 EXECUTIVE TRAINING AND DEVELOPMENT IN INDIA - AN INTRODUCTION

This Chapter being a conceptual framework sought to

2. The main pattern of discussion adopted here is this. Summary of the major findings of the Study from Sections 7.2 to 7.6 of this Chapter 7 have been based on the relevant Chapters already discussed in the text. Policy implications of the findings immediately follow the main findings. The only exception is Section 7.7 which is the concluding Section of this Study report.
review available literature relevant for introducing one to the theory and practice of ETD Function, with particular reference to India. It is based upon the five broad Sections of Chapter 1 dealing with the concept, application, problems, history of, and studies on ETD, especially in India. Keeping in view these objectives the following main findings emerged:

By virtue of Section 1 of Chapter 1 of this Thesis there was no unanimity of opinion amongst Indian authors regarding the concept of ETD - definition, meaning, objectives, nature and scope, and the difference between training, education and development. However, the conceptual crisis is only of degree, not of kind. It is merely a battle among the authors to demonstrate their power of originality in thought and in word. This is in consonance with the concept of individual differences. Nevertheless, the ideas of some authors were research-based while those of others were merely idealistic and utopian in intent.

Similarly in Section 2, authors held divergent views about the application of the concept of ETD in India in terms of its responsibility, approaches and procedure. Regarding responsibility for ETD, the following have been identified as the main Agents: (a) Top Management; (b) Personnel and Industrial Relations Manager, also known as Human Resource Development Manager or Manpower Development Manager; (c) Professional Management Consultants or External Faculty; (d)
Employees, through their Trade Unions mainly.

The main approaches to ETD in India have been identified and may be classified as: (a) Traditional and Modern; (b) Systems and Contingency; (c) In-House and Off-House; (d) Formal and Informal; (e) Long-term and Short-term; (f) Evolutionary and Revolutionary; (g) Management Education or Schools of Management Thought Approaches. The procedure of ETD starts from job description and analysis up to evaluation of effectiveness of ETD.

Considering Section 3, two major problems of ETD in India identified are: (a) External; and (b) Internal environments. External environment manifested itself in the form of administrative/political/legal, socio-economic, technological and international environments while value systems of Top Management, nature and size of product, marketing ability of an Enterprise, nature and size of sophistication of technology involved, extent and quality of Management Research with reference to ETD, financial status of an organization and time availability for ETD programmes comprised the internal environment.

Relative to Section 4, various accounts have been given regarding the origin of ETD in India. These may be classified into five as follows: (a) Traditional Father-to-Son system of training, which has found its way into an organization in form of Induction, Apprenticeship, Understudy; (b) Ancient
or Ancestral Origin, regarding Kautilya's contributions to ETD and Personnel Management in India as early as 4th Century B.C.; (c) Modern or Post-Independence planned and systematic ETD origin in India, relating to the starting of ETD in the 1940's through three Indian-based foreign Private Multinational Companies led by one oil company in 1940. This enabled indigenous Indian companies to start theirs in the 1950's, pioneered by Tata Engineering Industries in 1956; (d) Organizational Growth Origin, which could be said to have regarded ETD to result from the Large-Scale organization leading to creation of their corresponding organizational supervisory hierarchies. The need for extensive supervisory training programmes to cope with the complex problems was consequently felt. Later, it was extended to the Managerial levels; (e) Business School, or Management Education Origin, believed that ETD in India started in 1886 through the Westernized Business (Commercial) School — Chingalveroy Naicker's Commercial School in Madras.

Pertaining to Section 5, available studies on ETD in India suggested that hardly any research is available on the pattern of the present study. However, many researches have been conducted elsewhere in India and they dealt mainly with ETD evaluation.

POLICY IMPLICATIONS OF EXECUTIVE TRAINING AND DEVELOPMENT IN INDIA

Regarding Section 1 on the differing conceptualization of ETD in India, one may submit an operational definition of
ETD as follows: Executive Training and Development (ETD), as a concept of Personnel Management and Industrial Relations, is planned use of specialized complex Management Educational learning process to explore and update the knowledge, skill, experience and effect positive attitudinal change in the Executives of an Organization so that they become effective and grow progressively in their present and future organizational hierarchies thereby satisfying their personal and organizational needs which ultimately comprise vital elements of a national objective of social development through effective human resource development.

ETD, therefore, should involve education (general life-long learning process in an academic institution), training (specialized short-term learning process on-the-job) and development (overall growth in the Executive and in his organizational hierarchy as a result of the impact of education and training. ETD is also part and parcel of Management Educational Learning Process.

The objectives of ETD are and should be both organizational and individual-oriented. For instance, the objectives enumerated in the Research Questionnaire (3.13) should be regarded as a model from the Researcher. It should also be nationally-oriented.
In terms of Section 2 dealing with the application of ETD concept in India, the following suggestions may be given: (a) ETD should be the responsibility of Top Management; Personnel and Industrial Relations Manager or Human Resource Development or Manpower Development Manager; Professional Management Consultants or External Management Faculty; Employees through their Trade Unions; (b) As no one approach to ETD is sufficient in itself the System-cum-contingency Model is suggested. The model has to be futuristic, innovative (dynamic), In-House-cum Off-House, long-term-cum-Short term, formalistic and All-Management School-Oriented; (c) The procedure of ETD should start with Executive Job description and analysis and end up with ETD evaluation. Broadly speaking, it should involve thorough analysis and understanding of ETD policy environment, followed by ETD Planning, Administration and Evaluation.

Vide Section 3, the Governments should take appropriate steps by evolving strategies to control external environments, while the organizations should take similar steps to check their internal environments for ETD effectiveness.

The various sources of origin of ETD in India already identified and classified under Section 4, should form the foundation of ETD origin in India as no one source or account is adequate to give the true picture of ETD origin in India.
Relating to Section 5, Researchers should endeavour to conduct more researches on the various aspects of ETD Function in Public and Private Enterprises in and around Chandigarh, with special reference to evaluation on the basis of the views of the Executives and upon which effective policies could be designed to improve ETD Function and effectiveness of the Enterprises and Executives in the region.

7.3 EXECUTIVE TRAINING AND DEVELOPMENT POLICY ENVIRONMENT

This Section is based on Chapter 3 of the Thesis. It was aimed to discover the perceptions and expectations of the respondents on various aspects of ETD policy in the sampled Enterprises, with a view to having knowledge of the general environment of their ETD Function. For effective discussion, it was broadly classified into thirteen Sections. Each Section represented analysis and presentation of meaningful data generated on the basis of Questions 3.1 to 3.13 as shown in the Questionnaire in Appendix I of the Thesis. In order to maintain status quo and avoid confusion, the main findings and policy implications based on Chapter 3 of the Thesis would be presented accordingly under this Section and as shown below.

Under Section 3.1, it was discovered that on the aggregate most respondents (about 86%) were aware that Top Management of their Enterprises was responsible for conducting ETD programmes for them. Although the views varied from Enterprise
to Enterprise it was supported by at least 54% of the total respondents of each Enterprise. Those who declared their unawareness by saying No, did so because they felt that the Top Management had not sent them for training and development programmes during the last three years. They want to be involved in ETD programmes however.

Section 3.2 showed that most of the respondents (52.98%) felt they did not attend ETD programmes before joining their present Enterprises. They, however, expressed their ambition to go in for ETD programmes in their present Enterprises. On the other hand, it was seen that majority of them (61.99%) attended ETD programmes in their present Enterprises. The data also revealed that the views of the respondents varied from Enterprise to Enterprise. Those who have not been deputed for ETD programmes in their present Enterprises indicated their eagerness to go in for programmes if offered the opportunity.

In Section 3.3, available data suggested that most of the respondents (65.90%) attended only 1 to 2 ETD programmes during the last three years. In some of the cases, it was discovered that Induction was the only programme made available to some of them. Generally, the programmes attended covered the entire Management Function and the attendance varied from organization to organization with the maximum attendance coming from PKUL, where only one of the Enterprise respondents attended 7-8 programmes during the last three years. Regarding the
duration of the ETD programmes attended by the respondents, evidence showed that while about 40% of them attended programmes of 1 to 2 week duration, about 37% were involved in less than one week programme duration. Only four respondents had undertaken programmes lasting above six weeks as shown in Table 3.3B. The responses varied from organization to organization. Those who had not been chosen for programmes of more than three week duration expressed optimism that they might soon be deputed for such programmes, provided they would be result-oriented in approach. To this effect, they called on the Top Management to take immediate action.

Vis-a-vis section 3.4, it was gathered from the general opinion of the respondents that Top Management financed their ETD programmes. The data further revealed that all the large-scale enterprises constituting 80% of the sampled enterprises showed very high positive responses, while in the only two medium-scale organizations the responses were dismal (that is, about 44% in AEIB and about 27% in PBL). It showed the weak funding capacities of medium-scale enterprises in comparison with the large ones. Two main reasons were given by those who raised objections: (a) They had not been involved in ETD programmes; (b) while Top Management sponsored ETD programmes, some Executives embarked upon their personal self-training and development efforts.
Section 3.5 revealed that the Enterprises generally did not have Training Manuals as about 56% of the total respondents answered negatively. This opinion was confirmed by interviews with the Personnel and Administrative Department of the Enterprises. It was observed that no sampled Enterprise owned any document known as Training Manual though PPZL and STL admitted that their Training Manuals were available only at their respective Head Offices. It was also a surprising development that some of the Executives who answered Yes, mistook Training Manual for other training documents which were not Training Manuals in the real sense. Again, where some of the documents, like organizational manual, stated Personnel Policies (inclusive of Training Policies) not many of the respondents were aware of their availability and provisions.

Generally, the Executives of the Personnel Departments seemed to be more aware of what a typical Training Manual looked like than other Executives.

With reference to Section 3.6, the first three Personnel Functions mostly liked by the respondents for the purposes of undertaking ETI programmes and job purposes on the basis of their aggregate ranks are: (a) Manpower Planning; (b) Training and Development; (c) Recruitment, Selection and Placement. Surprisingly, Performance and Potential Appraisal was given the sixth and last rank mainly because the respondents generally saw it as a routine Personnel Function even though they were interested in it. Though the ranks varied from one organization to the
other a comparative rank of Public and Private Enterprises showed that while the two Sectors gave a common first rank to Manpower Planning, the Private Enterprises ranked both Manpower Planning and Training and Development as number one.

Section 3.7 showed that the respondents were neither dissatisfied nor extremely satisfied with the general Training and Development Policy in their Enterprises. At Enterprise level, the views differed, with the respondents from organisations where it was felt no serious E&D efforts were in vogue bitterly criticizing the prevailing policies in their Enterprises.

In terms of Section 3.8, it was observed that on the aggregate no proper climate prevailed in the Enterprises for ETD. While there was no proper climate in 60% of the Enterprises, it seemed to be present only in the rest 40% (ESPL, PTL, ETL and PFTL). Observations made during interviews revealed that the letter had In-House ETD facilities, suggesting thereby that Executives from Enterprises having In-House ETD facilities have high morale.

Pertaining to Section 3.9, majority of the respondents (about 56%) felt that Top Management regarded ETD to be important. Though the views varied organizationally these were discovered to be divided mainly on three lines: (a) Those who answered Yes, because they had been favoured by their organization's ETD Policies; (b) Those who said Yes, but felt
that the Top Management was doing nothing about E TD improvement in their enterprises; (c) Those who said No, because they had not been favoured by the ETD policies.

Section 3.10 indicated that the first three ranks of Percentage annual expenditure ETD budget proposed by the respondents are: (a) 2-3% favoured by about 35% of the respondents; (b) 4-6% by about 30% of them; (c) 1-2% offered by about 21% of them. On this basis, the respondents were economical in their allocations. From the opinion of those who did not answer this question, ETD should have no fixed budget, instead it should be need-based and subject to cost-benefit analysis. The perceptions varied organizationally.

On the basis of Section 3.11, the most important Agent of ETD is the Top Management. This conclusion is drawn from the aggregate rank of the Agents given by Public and Private Enterprise respondents. It is followed by Management Consultants; Human Resource Development Manager; and Trade Unions. The comparative rank of the views of the respondents (from Public and Private Enterprises) showed the same order of rank. Some of the respondents pointed out that Human Resource Development Manager is part and parcel of Top Management and should not be made the sole authority for ETD in the Enterprises. He should (instead), "function in co-operation with the Line Managers". However, the views differed at individual organization levels.
By virtue of Section 3.12, the two major bases of ETD programmes used by the Public and Private Enterprises have been identified as: (a) Concern for skill/technique; (b) Concern for knowledge. This position has been determined on the basis of the aggregate rank of the views of the respondents. Ranks 3 and 4 have been given to Concern for Attitude/Behaviour and Concern for Experience, respectively. Comparatively, Public and Private Enterprises have given the only common and first rank also to Concern for Skill/technique. The views of the respondents differed at Enterprise levels.

As for Section 3.13, out of the six objectives of ETD given in the Questionnaire the following have secured the first three aggregate ranks: (a) Personality development of the Executives by expanding and up-dating their skill, knowledge, experience, attitude so that they become efficient and effective; (b) Ensuring regular mobilization, utilization and maintenance of competent Executives to prevent managerial obsolescence; (c) Enabling the organization to compete effectively in the local, national, international market. Interestingly, this order of rank has also been maintained by Public and Private Enterprises, respectively, when the two Sectors are compared. However, the ranks of the organizations varied.
POLICY IMPLICATIONS OF EXECUTIVE TRAINING AND DEVELOPMENT POLICY ENVIRONMENT

For purposes of policy formulation and implementation the following thirteen broad suggestions may be put forward to effectively deal with ETD needs identified on the basis of ETD environment in the Enterprises (as just discussed above under Section 7.3).

Regarding Section 3.1, Top Management should continue to create and perpetuate learning awareness and curiosity in the minds of the Executives by owning responsibility for and conducting effective ETD Programmes. Special attention should be given to those Executives who have not gone in for a single company-sponsored programme during the last three years.

About Section 3.2, Top Management, while conducting ETD Programmes, should identify and give preference to those Executives who did not undergo any ETD programme in their former organizations. In addition, preference may be given to those Executives who have participated only in Induction since their present employment. Top Management should also embark upon formal Large-Scale ETD efforts, especially in Enterprises where ETD seemed to have been given low profile, informal and step-motherly approach at the time of this research. This is particularly true of the sampled Enterprises excluding, perhaps, ESL, DIL, EIL and PDL.
In connection with Section 3.3, Top Management of Public and Private Enterprises should endeavour to involve their Executives in at least six ETD programmes in three years. That means a minimum of two programmes annually for each Executive since they (Executives) are generally fewer in number compared to the workmen. The duration of such programmes should be need-based and in accordance with a futuristic and goal-oriented ETD plan of an organization.

In terms of Section 3.4, Top Management should go on with financing ETD programmes at company expense. Enterprise Executives may augment and continue to augment the financial support of the Top Management by embarking upon their own private self-training and development efforts outside their work places through correspondence courses and evening studies. These self efforts also need be encouraged by Top Management by way of clear-cut manpower policy statements providing for attractive rewards to those Executives involved in such activities. This is aimed to motivate them and to minimize high executive turn-over especially after successful completion of their self-sponsored training and development programmes.

On the basis of Section 3.5, one may suggest that Top Management of the Enterprises should make available Training and Development Manuals stating categorically their general and ETD policies to guide future Training and Development actions. Since it was found that some Executives were not aware of the
concept, nature, scope and importance of a Training Manual, training and development programmes by lecture, case-study, workshop methods should be run by the Enterprises on these lines for the best interest of majority of their Executives.

Keeping in view Section 3.6, Public and Private Enterprises Executives have to be considered for E.D programmes mainly in all the various Personnel functions with special weightage to the following and in the following order of rank): (a) Manpower Planning; (b) Training and Development; (c) Recruitment, Selection and Placement. When assigning additional duties and responsibilities to the Executives is being contemplated these functions may also be duly considered by Top Management alongside the peculiar E.D needs of an Enterprise.

On the ground of Section 3.7, Top Management should endeavour to increase the satisfaction level of the Executives with the general Training and Development Policies of their Enterprises by constructive designing and re-designing of workable policies on Training and Development. These policies should be made readily available to them through effective Management Information System that works in co-operation with the Personnel and Administrative Departments or Training and Development Cells.

Following Section 3.8, since the respondents were of the general view that there was no proper E.D climate
in their Enterprises, Top Management should create congenial environment for ETD in terms of effective ETD Policy, Planning, Administration and Evaluation. To crown it all, Enterprises should develop their own effective and permanent In-House ETD facilities. This may boost the morale of their Executives. For organizations that cannot afford to own In-House ETD facilities periodic elaborate arrangements should be made by their Top Management to engage them in Off-House ETD programmes, which should be systematically evaluated from the commencement of the programmes till the impact of the programmes have been effectively transferred on-the-job.

As regards Section 3.9, Enterprise Top Management should continue visualizing ETD as extremely important for organizational growth in letter and spirit. Effective action has to be taken by the organizations to see that ETD should not simply be seen as an important factor of organizational development only in paper or theory. Adequate resources need be mobilized and utilized for this purpose according to the requirements of the hour and future.

Relating to Section 3.10, Top Management of an Enterprise should appropriate a minimum recurrent budget of 2 to 3% of its total annual expenditure budget for ETD activities. Where an organization is unable to provide for the minimum percentage budget for ETD, then, its financial expenditure or investment on ETD should be cut down in accordance with its
capacity to finance it. Industrial Training Fund for Executives of Public and Private Enterprises is hereby proposed. For the Fund to come into effect, Public and Private Enterprises should contribute fixed or voluntary percentage of their annual budgets for STD. The Fund should be recognized and coordinated by the Government. It should be the responsibility of the Government to ensure effective mobilization and allocation and transfer of Enterprise contributions into the Fund. The Fund should also be responsible for running STD programmes for the contributing organizations in accordance with their agreed financial status with the Fund. The synergic effect of this proposed venture may benefit alike Enterprises having In-House STD facilities and those that have not, as cost of STD programmes are likely to be comparatively cheaper.

Subject to Section 3.11, Top Management should endeavour to play the leadership role expected of it by Public and Private Enterprise Executives regarding STD. As the first ranked Agent of BID function it has to employ and coordinate the services of Management Consultants, Human Resource Development Manager and Trade Unions in order to perform effectively.

In Section 3.12, the bases of STD programmes for Public and Private Enterprises should have special reference to: (a) Concern for skills/techniques of Executives; (b)
Concern for knowledge. In addition, it should be attitudinal change and experience-based. Nevertheless, the emphasis given by an individual organization may depend on its need.

Based on Section 9.13, enterprises, while considering the key objectives of ETO should lay emphasis on the following three in accordance with their ranks. There are:

(a) Personality development of executives by expanding and updating their skills, knowledge, experience, attitude so that they become efficient and effective; (b) Ensuring regular mobilization, utilization and maintenance of competent executives to present managerial obsolescence; (c) Enabling the organization to compete effectively in the local, national, international market. Keeping these objectives in view, the enterprises should endeavour to design their ETO programmes accordingly even though the views may differ organizationally.

7.4 EXECUTIVE TRAINING AND DEVELOPMENT PLANNING

This section is concerned with knowing the perceptions and expectations of the executives on ETO Planning, with special reference to identification of ETO needs in their enterprises. It is based on Chapter 4 of this Thesis, while the latter was based on question 4.0 of the Research Questionnaire as shown in Appendix I. It covered questions 4.1 to 4.7. In order to facilitate effective discussion of the chapter, it was accordingly divided into seven broad sections, each section representing one objective of the said question 4.
This pattern of classification would be adopted here in dealing with the summary of main findings and policy implications (based on the said Chapter 4), as shown below.

Section 4.1 revealed that EDP planning for the purpose of identification of Training and Development needs of Executives is generally regarded as a popular practice in Public and Private Enterprises. However, at micro level this practice varied from one enterprise to another. While in some organizations (PAICL, A tackled, PCC) their respondents expressed high disillusionment with the informal approaches to EDP planning being adopted by their Top Management, in the rest of the Enterprises the respondents were very happy and hoped that their EDP planning would be made more effective.

Referring to Section 4.2, Executive Participation in EDP Planning was a poor feature in the Enterprises (generally) during the last three years. Available data suggested that participation was highest only at Initiation of idea stage (52.86%). It was followed by participation at Implementation level (39.74%). While Formulation stage took the third place (22.52%). Approval Stage had the least number of participants (15.21%). This development means that generally speaking, Executives are not given ample opportunity to participate in EDP planning. However, these views varied from organization to organization and many of the respondents were very hopeful of being involved in EDP planning in their Enterprises in future.
In Section 4.4, it was discovered that majority of the respondents were not satisfied with STD needs identification scheme in their enterprises. As a result they were of the view that the scheme should be made more effective. However, the responses varied from one enterprise to another.

On the basis of Section 4.4, though a majority of the respondents favoured decentralization of STD needs identification scheme, in some organizations their respondents were opposed to it on the ground that their organizations were small in size. It was also discovered that some of the Line Managers or Heads of Departments did not like decentralization for lack of confidence in their juniors.

In accordance with Section 4.5, three most important criteria of Executive recommendation for STD programmes used in the enterprises during the last three years are: (a) Merit; (b) Seniority; (c) Top Management Recommendation/Domination. The views varied from organization to organization also.

In view of Section 4.6 the first three ranked or most important sources of information for STD used by the Executives have been identified as: (a) Internal Communication by Top Management; (b) Advertisements; (c) Personal effort of the Executives. It was also discovered that some respondents were not familiar with or aware of the various
STO Information Systems (sources) available for them because of their main irritant or feeling that they had not been involved in STO programmes so far or during the last three years.

Section 4.1, suggested that the first three ranks of techniques of identification of STO needs used by the Enterprises have been given to: (a) Performance and Potential Appraisal; (b) Organizational and Operational Analysis; (c) Evaluation Report. It was very surprising to note that not many Enterprises were using KTD Research as a formalized technique of identifying STO needs. Again, many of the Executives were, in fact, not familiar with and not aware of the actual meanings and uses of these techniques.

IV. IMPLICATIONS OF EXECUTIVE TRAINING AND DEVELOPMENT PLANNING

In consideration of the STO needs identified above on the basis of the views of the respondents about various aspects of STO Planning, with special reference to identification of their Training and Development needs, the following policies are hereby made to effectively deal with them.

For Section 4.1, the popular practice of STO planning as seen by Executives in their Enterprises should be continued and made more effective in all Enterprises. However, formal STO Planning should be introduced by those organizations adopting informal approach to STO planning — a situation that
often demoralizes their Executives. This would enhance effective and systematic identification of STD needs upon which result-oriented STD programmes could be launched to match the needs.

Under Section 4.2, active participation of more Executives in STD planning in general is recommended. The levels of participation should involve initiation of ideas, formulation of the plan based on available ideas and data, effective implementation of the plan. However, the approval stage should be the main concern of those strategists charged with the duties and responsibilities of decision-making for an organization and need not involve most Executives as such. Top Management of all enterprises should evolve the participative — democratic management approach to STD planning. The Executives should be formally encouraged and invited to advance suggestions for STD improvement through suggestion schemes, personal interviews, meetings and discussions. Their collective suggestions from time to time should be implemented, too.

With reference to Section 4.3, Satisfaction, morale and motivation of the Executives have to be increased since they are generally not satisfied with existing scheme of identification of their STD needs. For this purpose, the existing ones have to be made more effective and, where they are not formalized, attempts should be made by Top Management to introduce them formally.
Concerning Section 4.4, the needs identification should be decentralised by Top Management keeping in view the positive views of the respondents. For this, up-ward and down-ward and horizontal decentralization are recommended. The Head Offices of the enterprises should decentralize this activity to their field locations and hold them responsible for their local ETD needs identification instead of concentrating it only at the head office. The horizontal approach should be adopted by an organization to involve the Services of all Line Managers and Heads of Department while the Central Personnel and Administrative Department coordinates the activity. This exercise would ensure participation of more Executives in the Training and Development planning process and make it more effective.

In view of Section 4.5, it is recommended that Top Management of Public and Private Enterprises should adopt the system of recommending Executives for ETD programmes by Merit. However, depending on the particular need of an organisation or individual Executive, Merit-cum-Seniority principle may be adopted, of course, with more weightage to Merit.

With regard to Section 4.6, Executives should continue to rely on various ETD Information systems already identified, with special reference to: (a) Internal Communication by Top Management; (b) Advertisements by the Press and External Educational institutions; (c) Personal Efforts of the Executives.
These sources would keep them well-informed about the nature, objectives, time, venue, duration, cost of ITU programmes to enable them take final decision regarding their future participation. However, there is no harm in friends of the executives or their enterprise Trade Unions informing them about opportunities for ITU programmes in future, especially in the case of self-sponsored programmes.

Regarding Section 4.7, the use of techniques of identification of ITU needs should be need-based. Special consideration should be given by the enterprises to institutionalized ITU research. Other important techniques should include: Performance and Potential Appraisal, Organizational and Operational Analysis, the use of evaluation reports, discussions when identifying ITU needs by the enterprises. Special In-House programmes should be run by the organizations to familiarize their executives with the concepts and applications of the basic techniques of ITU needs identification. This may also help them use the techniques for effective identification of the Training and Development needs of their subordinates and workmen.

7.5 EXECUTIVE TRAINING AND DEVELOPMENT ADMINISTRATION

Based on Chapter 5 of this Thesis, it is the major concern of this Section 7.5 to summarize the main findings and put forward their policy implications on the various aspects of ITU Administration in the sampled enterprises with reference to
the opinion of their respondents. For effective discussion of the section, it has been divided into five broad sections based on questions 5.1 to 5.5 in the questionnaire and upon which Chapter 5 was similarly categorized into five broad sections as follows:

By virtue of section 5.1, it was discovered that though the respondents on the aggregate were neither dissatisfied nor extremely satisfied with ETD administration (of programmes) their level of satisfaction varied from enterprise to another depending on what they perceived to be the actual role of their Top Management in ETD administration. While some of them were hopeful of a brighter ETD future some expressed their strong desire to go in for and/or more ETD programmes. Yet, those who felt benefitted by the various ETD programmes launched by their enterprises naturally felt satisfied.

Section 5.2, reveals that out of the four effective Trainer traits suggested in question 5.2 in Appendix I, Professional Consultant in Training and Development emerged as the most important one (following aggregate rank) which the respondents would like a Trainer to possess in order to be effective in his duty of administering the ETD Function in their enterprises. Comparatively, both Public and Private Sectors differed on the other three traits. This difference is also noticed at enterprise (individual) levels. It was surprising that his Coordinating Function bagged the third place while the function of Effective Motivator ... took the
second position and that of effective Teacher being the last ranked. Does it mean that effective Trainer may not necessarily be an effective teacher?

As seen in Section 5.3, three major L&D techniques used in administering various L&D programmes in the enterprises (other than routine Induction and Executive Meetings) during the last three years have been identified on the basis of their aggregate ranks as follows: (a) Lecture, Audio-Visual Aids, Guidance and Counselling were the first three most important In-House L&D techniques used; (b) Lecture, Workshop, Case study represented the most important three Off-House L&D techniques; (c) Lecture, Workshop, Case Study were used for Top Management Programmes; (d) Lecture, Case Study, Audio-Visual Aids emerged as Middle Management techniques; (e) Lecture, Audio-Visual Aids, Case Study were discovered as those techniques used for Lower Management Executives. These discoveries have factually demonstrated a marked difference between the theory of L&D taught in the classrooms and its actual practice in the industrial world. There is Lecture-Lecture thrust everywhere! What has happened to Business Games, Understudy, Programmed Learning, Role Playing, Sensitivity Training? All these techniques were rarely used during the last three years, though the views at enterprise levels varied. It was discovered that some of the techniques were never used
at all by the enterprises and/or for some of their executives. Many respondents were not also very familiar with the technique in general.

On account of Section 5.4, Personnel and Administrative Management emerged as the first and most important preference (out of three) desired by executives of Public and Private Sectors for their future STC Curriculum Development. It was followed by financial and Project Management. The third dominant preference was Marketing Management. Comparatively, the two sectors differed in their second preference while they tied on their third preference (Financial and Project Management). Though the views differed at individual organization levels, yet Personnel and Administrative Management dominated the preferences.

Section 5.5, suggested that executives of both Public and Private Enterprises felt satisfied with trainer-trainee relations during STC programmes in their enterprises during the last three years. Although, it seemed that Public enterprise executives felt more satisfied it was more or less the same with that of the Private Enterprises. The main point of their satisfaction was that Trainers were courteous and disciplined while conducting the various courses.
POLICY IMPLICATIONS OF EXECUTIVE TRAINING AND DEVELOPMENT ADMINISTRATION

The following comprise the policy implications of Executive Training and Development Administration in the Public and Private Enterprises covered in this study, as discussed above in Section 7.5, which covered the main findings based on Chapter 5 (Sections 5.1 to 5.5).

In consideration of Section 5.1, Top Management of Public and Private Enterprises should very actively support and launch effective and large-scale ETD programmes to improve the effectiveness and satisfaction of their Executives. ETD Research should also be conducted periodically, say, twice annually and/or as the need arises in any given financial year to identify the Training and Development needs of the Executives based on their opinion after which programmes should be undertaken to meet the identified needs.

On the basis of Section 5.2, Effective Trainer should possess the key trait of Professional Consultant in Training and Development in addition to the other traits of Coordinator of Training and Development Function, Effective Teacher and Motivator. However, the traits to search for by an Enterprise when employing a Trainer may also depend on its peculiar needs at present or in future.

Concerning Section 5.3, over-reliance on lecture as the key and primary technique of administering all forms of
LTD programmes by the enterprises for all levels of management should be discouraged irrespective of the importance attached to it by them. In each LTD programme a mix of at least three techniques should be made use of in administering them paying particular attention also to Business Games, Programmed Learning, Role Playing, Sensitivity Training, Audio-Visual Aids, Case Study, Workshop.

On account of Section 5.4, first preference should be given to the various functions or areas of Personnel and Administration Management while designing future LTD curricular or Programmes in Public and Private Enterprises. In each financial year, each executive may be asked to elect three areas of Management Function in which he would like to be trained for that year in order of preference. The data generated during this LTD research may also be used in making long-term LTD curricular projections for each executive and may be stored in their skills inventory or in the Computer subject to retrieval as information for future use. Efforts should then be made to provide them training in these lines.

As a result of Section 5.5, the present state of Trainer-Trainee relations should be either maintained or further increased until all executives become extremely satisfied with it. However, in some organizations where some of their respondents have expressed sad and critical notes in
form of dissatisfaction with Trainer-Trainee relations. Efforts should be made by Top Management to review the situation during ATD programmes and make the relations more cordial. This would also pave the way for better industrial relations.

7.6 EXECUTIVE TRAINING AND DEVELOPMENT EVALUATION

This section is an attempt to sample the opinion of the respondents on various aspects of evaluation of ATD programmes in their enterprises. It is based on Question 6.0 (covering Questions 6.1 to 6.8 in the questionnaire in Appendix I) and on the basis of which Chapter 6 of this Thesis has been divided into eight broad sections (6.1 to 6.8). To avoid confusion, this section 7.6 has been similarly categorized. As such, the summary of the main findings and policy implications based on Chapter 6 would be effected under the Sections as given below.

In Section 6.1, the discovery showed that Public enterprise executives had higher satisfaction than Private enterprise executives in terms of Top Management responsibility in ATD evaluation though the satisfaction level seemed to be more or less the same when compared. The three main reasons of their satisfaction in terms of their aggregate ranks dealt with: (a) Active Top Management participation in ATD evaluation; (b) Systematic ATD evaluation; (c) Involvement
of Professional Management Consultants in STD evaluation. However, these views varied from one organization to another depending on the respondent's perception of the actual role of Top Management in the evaluation process.

Under Section 6.2, the first two main levels of STD evaluation on the basis of which the Public and Private Enterprises felt satisfied have been identified as: (a) Evaluation of own attitude/reaction; (b) Evaluation of own skills/techniques. In comparison, Public Enterprise Executives seemed to have felt more satisfied than their Private Enterprise counterparts though the level of satisfaction seemed to be more or less the same. At individual Enterprise level, the views also differed.

Following Section 6.3, the first five most important techniques of STD evaluation used by the Public and Private Enterprises have been identified as follows: (a) Discussion; (b) Performance and Potential Appraisal, combined with Evaluation Format/Report; (c) Assessment of trainee's reaction/attitude during training; (d) Meeting; (e) Measuring trainee's attitude before and after training. It was surprising that, formalized STD Research was not a regular feature of STD evaluation in most Enterprises. Again, it was found that most of the respondents were not familiar with the techniques of STD evaluation used in their Enterprises. However, the views differed from Enterprise to Enterprise.
From Section 6.4, it was seen that the first five and main benefits of STD which satisfied the respondents dealt with: (a) STD programmes are a morale booster; (b) Enhance development of knowledge, skill, attitude and experience; (c) Ensure career development; (d) STD programmes conducted have helped in achieving organizational objectives to a great extent; (e) There have been distinct improvements in me (Executives) after attending STD programmes. However, Private Enterprise respondents showed a higher level of satisfaction in comparison with their Public Enterprise counterpart even though the level seemed to remain more or less the same. These views, however, differed from one Enterprise to another. It was also noticed that the Executives felt generally dissatisfied mainly as their STD programmes were not linked with promotion, coupled with the fact that they had not got financial rewards since after their programmes.

Relating to Section 6.5, it was found that both Public and Private Enterprise Executives felt satisfied with their jobs. Comparatively, Private Enterprise respondents seemed to have higher satisfaction than the Public Enterprise respondents though the level of satisfaction seemed to be more or less the same. At individual Enterprise level, the views also differed and it was seen that two of the Private Enterprises (ETL and ??ZL) showed first and second highest
levels of satisfaction. Their Executives generally argued they were happy because of the permanent and effective In-House facility owned by their organizations as these were not used for Induction only - they were frequently sent for ETD programmes within the company, including their Head-quarters.

In view of Section 6.6, the factors of the respondents' satisfaction with ETD function have been identified and clubbed into the following four main areas: (a) Top Management Policy; (b) ETD Planning; (c) ETD Administration; (d) ETD Evaluation. The views of Executives of each enterprise showed that some of the views were common to all the Enterprises while some were peculiar features of some of them.

On the basis of Section 6.7, the main causes of Executive dissatisfaction with ETD function in their Enterprises related to the following four broad areas which have been identified: (a) Top Management Value System/Policy; (b) Attitude of Executives and Trade Unions/Workmen; (c) Faculty; (d) Benefits of ETD. While some of the causes seemed to be exclusive for some organizations, some were general causes for all the organizations.

As for Section 6.8, the major suggestions by the respondents for ensuring the improvement or effectiveness of ETD function in their Enterprises have been identified and classified as follows on the basis of: (a) Infrastructure for
The policy implication of evaluation of various aspects of ETD may be stated in the light of the major findings already stated under Section 7.6 of this Chapter. These may be categorized as follows based on the following main Sections under which their main findings have already been discussed above.

Based on Section 6.1, Top Management of Public and Private Enterprises should actively participate in ETD evaluation, and see that it is done systematically but effectively. The services of Professional Management Consultants should also be a regular feature of ETD evaluation. Strict implementation of reports of ETD researches should be observed by Top Management.

Subject to Section 6.2, the emphasis to be placed on any level of ETD evaluation should be determined in advance in accordance with an Executive job requirements or
Management functions he is performing or likely to perform after undergoing the ETD Programme. Evaluating the effectiveness of ETD programmes should also be systems oriented involving evaluation at levels of skills/techniques, attitude/reaction, knowledge and experience, with special reference to skill evaluation.

In the light of Section 6.3, selection of a typical ETD evaluation technique should be based according to the needs of the trainees as identified in advance. Whatever be the technique used or to be used, first preference should be given to ETD Research, which is being neglected in most of the organizations. Group Discussion, Performance and Potential Appraisal, Evaluation Formats/Reports, Meetings and Tests may also be increasingly used. In addition, special ETD programmes should be conducted to familiarize the Executives with the concepts and uses of various ETD evaluation techniques so that they may also be fit to use these techniques (effectively) in evaluating the training programmes of their subordinates and workmen (under their care).

In the light of Section 6.4, ETD Programmes should continue to be perceived by Executives as a morale booster. These programmes should aim at giving both the sponsors and trainees optimum benefits and satisfaction. However, as the respondents have generally grumbled over the non-linkage of the programmes with commensurate post-training financial
Top Management should endeavour to introduce post-training financial benefits for Executives. Alternatively, in-training stipends (as distinct from Management Training Programmes) should be introduced by all enterprises for their Executives deputed for ETD programmes, especially, for Off-House Programmes. As most of the respondents did not also feel satisfied with the promotion policy in their Enterprises whereby promotion was not deemed to be linked with ETD programmes, Top Management of Enterprises should take steps to link promotion with performance or merit. If an Executive is due for promotion to a higher job, he should be sent for Orientation and/or Understudy. The increasing financial and non-financial benefits likely to accrue to him after programme (including his promotion and increased salary) should also be assumed to be post-training benefits. In addition, Executives should not expect all post-training benefits to be automatic immediately after their programmes. The Executives should also endeavour to be grateful for the programmes provided for them by Top Management by being more effective.

In view of Section 6.5, it is advised that Enterprises should endeavour to control those factors which keep their Executives dissatisfied with their jobs to avoid high Executive turnover. This should be achieved by way of job enrichment, job enlargement, payment of attractive wage and
salary, giving room for executive initiative, creativity, and establishing in-house ETD facilities and conducting regular and effective ETD programmes. In addition, executives from organizations having effective in-house ETD facilities should continue to show higher level of job satisfaction as in the case of ETL and PPZL.

In terms of Section 6.6, Top Management should take immediate action to encourage and promote all those factors which help to keep their executives satisfied with ETD function in terms of effective ETD policies, planning, administration and evaluation. Executives should stand bold to express in paper the factors of their satisfaction with ETD programmes in their enterprises (provided satisfied) instead of hiding them. By so doing, they would be expressing gratitude to Top Management and thereby promoting a congenial atmosphere for effective management by gratitude.

Regarding Section 6.7, Top Management should periodically review its ETD policies and take immediate steps by way of action plan to check the factors put forward by the executives personally which give them dissatisfaction regarding ETD programmes. The traditional and informal approach should give way for innovative and modern systems approach to ETD in the enterprises. Cordial labour-management relations, effective faculty, financial support should be encouraged.
Following the last Section 6.8, suggestions advanced by the Executives to improve the effectiveness of ETD Function in the Public and Private Enterprises should be implemented by the Top Management in letter and spirit. To this effect, there should be effective Top Management Support/Policy/Strategy for ETD. Contents of ETD programmes should be made more meaningful and effective. There should also be cordial Faculty-Trainee relations, adequate and effective teaching faculty should be made available. Furthermore, Executives should be highly devoted and take personal interest in improving their Enterprise ETD Function. In addition, there should be scientific ETD Research and evaluation at least, twice in a year. Finally, there should be prudent management of ETD Funds, long and short-term ETD plans and strategies for each organization. In fact, there is no end to suggestions, recommendations as every ETD need provokes and should provoke multi-dimensional corrective measures.

7.7 CONCLUSION - THE THESIS

Various ETD needs have been identified on the basis of perceptions and expectations of Executives of sampled Public and Private Enterprises in and around Chandigarh following this ETD Research Evaluation. Analysis of the views showed that these varied from one Executive to another, one enterprise to another and Public Sector and Private Sector
(in terms of comparison) depending on the perceptions and expectations of the Executives about the actual practice or intended practice of ETD in the Enterprises. However, there also seemed to be areas of aggregate consensus opinion among the respondents from Public and Private Enterprises. The trend further showed that there were some Enterprises adopting traditional approach to ETD, while some others had what may be styled effective formalistic ETD approach and these approaches affected the satisfaction level of the Executives in their employment.

Available data also suggested that there were instances (based on the identified ETD needs) suggesting that: (a) Executives from Enterprises having effective and permanent In-House ETD facilities (not being used mainly for Induction) and sponsor or sponsored in the last three years regular ETD programmes for their Executives had or have higher job satisfaction, morale and motivation; (b) Certain scientific techniques of ETD planning, Administration, Evaluation have either not at all been used or were ineffectively used by the Enterprises as a result of various factors. These included: Unfamiliarity of some Executives with the techniques; Need to guard against industrial action; Complex nature of some techniques; Time constraints; Executive impatience and ego; Value systems of Top Management in getting
set for their use; Inadequate Trained Faculty to administer the techniques; Limited use of Professional Management Consultants specializing in Human Resource Development or Industrial Psychology; Financial implications of the techniques; Size and product of the Enterprise; Lack of interest by some Executives to use or teach certain techniques; Need-based approach to ETD; Traditional Organization and Management culture; (c) The use of some ETD techniques varies from one Enterprise to another and from one Department to another in the same Enterprise depending on the Management function involved. All these and more call for immediate action in form of Action Plan which should focus on effective mission definition, objectives and strategies, with special reference to ETD policy, planning, Administration and Evaluation/Research.

In conclusion, one may put forward the Thesis and submit that the views — perceptions and expectations — of the Executives expressed during this ETD Evaluation Research have revealed the felt ETD needs (of the Executives) in the sampled Public and Private Enterprises in and around Chandigarh and the effective implementation of the suggestions or policies advanced by and through this study, by Top Management of these Enterprises either directly or indirectly through advice of the Government will not only enhance the effectiveness
of the Executives, but also those of their Enterprises, Public and Private Sector Undertakings in general and ETD Function in developing regions in India and World as a whole.