5.1) **TRAININGS:**

5.1.1) **Nature of Training:**

In simple terms, training refers to the imparting of specific skills, abilities and knowledge to an employee. More clearly training may be understood as any attempt to improve current or future employee performance by increasing an employee’s ability to perform through learning usually by changing the employee’s attitude or increasing his or her skills and knowledge. The need for training is determined by the employee’s performance. Deficiency, computed as follows:

\[
\text{Training need} = \text{standard performance} - \text{Actual performance}
\]

5.1.2) **Inputs in Training:**

Any training programme must contain inputs which enable the participants to gain skills, learn theoretical concepts and help acquire vision to look into the distant future. In addition to these, there is a need to impart ethical orientation, emphasise on attitudinal changes and stress upon decision-making and problem-solving abilities.
Skills:
Training is imparting skills to employees. A worker needs skills to operate machines, and use other equipments with least damage and scrap. This is a basic skill without which the operator will not be able to function.

Education:
The purpose of education is to teach theoretical concepts and develop a sense of reasoning and judgement. Education is important for managers and executives as well as for lower-cadre workers.

Development:
It refers to the learning opportunities designed to help employees grow.

Ethics:
There is need for imparting greater ethical orientation to a training and development programme. The Tata story as revealed by the ‘creation of wealth’ is a fine example. In addition, a research paper presented in the California management Review, not long ago, shows that over a 7 year period, the corporations which showed the highest concern for ethics also tended to show the highest growth and profits.

Attitudinal changes:
Attitudes represent feelings and beliefs of individuals towards others. Attitudes affect motivation, satisfaction and job commitment.

Decisions making and problem solving skills:
It focuses on methods and techniques for making organisational decisions and solving work-related problems.
5.1.3) Training inputs across employees:

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Operatives</th>
<th>Lower level managers</th>
<th>Middle level managers</th>
<th>Top level managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific job skills</td>
<td>Yes</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Education</td>
<td>-</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Development</td>
<td>-</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Ethics</td>
<td>-</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attitudinal change</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Decision making and Problem solving skills</td>
<td>-</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

5.1.4) Benefits of Training:

a.) To the organisation

b.) To the Individuals

➤ Benefits to the Organisation:

- Leads to improved profitability.
- Improves the job knowledge and skills.
- Improves the morale of the workforce.
- Helps people identify with organisational goals.
- Helps create a better corporate image.
- Fosters authenticity, openness and trust.
- Improves relationship between boss and subordinate.
- Aids in organisational development.
- Learns from the trainee.
- Helps prepare guidelines for work.
- Aids in understanding and carrying out organisational policies.
- Provides information for future needs.
- Gets more effective decision making and problem solving skills.
- Aids in development for promotion.
- Aids in developing leadership skills, motivation, loyalty, better attitudes and other aspects that successful workers and managers usually display.
- Aids in increasing productivity and quality of work.
- Helps keep costs down in many areas.
- Develops a sense of responsibility for being knowledgeable.
- Improves labour-management relations.
- Reduces outside consulting costs by utilising internal consultation.
- Stimulates preventive management as opposed to putting out fires.
- Eliminates sub optional behaviour.
- Creates an appropriate climate for growth, communication.
- Aids in improving organisational communication.
- Helps employees adjust to change.

➢ **Benefits to the individuals:**

- Helps in making better decisions effective problem solving.
- Motivational variables of recognition, achievement, growth, responsibility and advancement are internalised and operationalized.
- Aids in encouraging and achieving self development and self confidence.
- Helps a person handle stress, tension, frustration and conflict.
- Provides information for improving leadership, knowledge, communication skills and attitudes.
- Increases job satisfaction and recognition.
- Moves a person towards personal goals while improving skills.
- Satisfies personal needs of the trainer and trainees.
- Provides the trainee an avenue for growth in future.
- Develops a sense of growth in learning.
- Helps eliminate fear in attempting new tasks.
5.1.5) The Training Process:

- **Need assessment:**
  
  It diagnoses present problems and future challenges to be met through training and development. Need assessment, individual or group, should consider several issues.

- **Training Process:**

  ![Diagram]

  **NEED ASSESSMENT**
  1. Organisation support
  2. Organisational analysis
  3. Task and KSA analysis
  4. Person analysis

  **Instructional Objectives** ➔ **Development of Criteria**

- **Issues in need assessment:**
  - Organisational support: Needs assessment is likely to make inroads in organisational life. The assessment tends to change patterns of behaviour of employees.
  - Organisational Analysis: It seeks to examine the goals of the Organisation and the trends that are likely to affect these goals.
  - Task and KSA Analysis: It helps to prepare a blue print that describes KSA’s to be achieved upon completion of the training programme.
  - Person Analysis: This Analysis obviously targets individual employees.
• Deriving Instructional Objectives: It provide the input for designing the training programme as well as for the measures of success that would help assess effectiveness of the training programme.

➤ Designing training Programme:
Every training programme must address certain vital issues:

➤ Steps in training programme:

1. Who are the trainees?: Trainees should be selected on the basis of self-nomination, recommendations of supervisors or by the department itself.

2. Who are the trainers?: Training programmes may be conducted by several people, including supervisors, co-workers, and members of the HR staff, outside consultants, industry associations, and faculty members at university.

3. Methods and techniques of training:
A multitude of methods of training are used to train employees. Training methods are categorised into 2 groups:
   a.) On-the job methods
   b.) Off-the job methods.
Training methods and the techniques for which they are used:

<table>
<thead>
<tr>
<th></th>
<th>Introducing innovation</th>
<th>Skills Training</th>
<th>Safety Education</th>
<th>Professional Education</th>
<th>Managerial Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.) On the job methods:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation training</td>
<td>yes</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Job instruction training</td>
<td>yes</td>
<td>yes</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Apprentice training</td>
<td>yes</td>
<td>yes</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internship and assistance ship</td>
<td>-</td>
<td>yes</td>
<td>-</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Job rotation</td>
<td>yes</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>yes</td>
</tr>
<tr>
<td>Coaching</td>
<td>-</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

b.) Off the job methods

<table>
<thead>
<tr>
<th></th>
<th>Introducing innovation</th>
<th>Skills Training</th>
<th>Safety Education</th>
<th>Professional Education</th>
<th>Managerial Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vestibule</td>
<td>yes</td>
<td>yes</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lecture</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Special study</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Films</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Television</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Conferences</td>
<td>yes</td>
<td>-</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Case study</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>yes</td>
</tr>
<tr>
<td>Role playing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>yes</td>
<td>-</td>
</tr>
<tr>
<td>Simulation</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>-</td>
</tr>
<tr>
<td>Programmed Instruction</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>-</td>
</tr>
<tr>
<td>Laboratory training</td>
<td>-</td>
<td>-</td>
<td>yes</td>
<td>yes</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Based on Human Resource management by Leap and Crino.
On-the Job training (OJT):

It is the only method of training available. The most common OJT types of training include Orientation, Job instruction, internship, apprenticeship, coaching and job rotation. It offers several benefits to the organisation. It is relatively inexpensive, trainees produce something while learning, does not result in work disruption, does not require elaborate preparation like selection of place, arranging facilities and drawing trainees, and quick feedback is available to trainers.

Off the job training:

It occurs away from the work place. This is often necessary to get people away from the work environment to a place where stress, frustration also bustle of work are eliminated. It includes lectures, films, TV, Role plays, case studies, simulation and programmed instructions.

4. What should be the level of learning?

There are 3 basic levels. At the lowest level, the employee must acquire fundamental knowledge. The goal of the next level is skills development, or acquiring the ability to perform in a particular skill area. The highest level aims at increased operational proficiency.

5. What are the principles of learning?

Principles are:

- Employee motivation
- Practice opportunities
- Reinforcement
- Recognition of individual differences
- Knowledge of results
- Goals
- Schedules of learning
- Meaning of material
- Transfer of learning
6. Where to conduct the programme?

Some choices are:

- At the job itself
- On site but not the job- e.g.- in a training room in the company
- Off the site e.g.-in a university or college class room, hotel, resort or a conference centre.

Techniques of Training:

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Technique</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ice- Breaker</td>
<td>Games to get team members know each other</td>
</tr>
<tr>
<td>2</td>
<td>Leadership Games</td>
<td>Exercises to teach different styles of leadership.</td>
</tr>
<tr>
<td>3</td>
<td>Skill Games</td>
<td>Tests to develop analytical skills.</td>
</tr>
<tr>
<td>4</td>
<td>Communication Games</td>
<td>Exercises to built bias- free listening and talking</td>
</tr>
<tr>
<td>5</td>
<td>Strategic Planners</td>
<td>Games to test ability to plan ahead</td>
</tr>
<tr>
<td>6</td>
<td>Team Building Games</td>
<td>Exercises requiring collaborative efforts.</td>
</tr>
<tr>
<td>7</td>
<td>Role Reversal</td>
<td>Exercise to teach plurality of views.</td>
</tr>
<tr>
<td>8</td>
<td>Doubling</td>
<td>Brings out ideas that are not often expressed.</td>
</tr>
<tr>
<td>9</td>
<td>Tag Teams</td>
<td>One role played alternately by 2 participants.</td>
</tr>
<tr>
<td>10</td>
<td>Mirroring</td>
<td>Training with an external perspective.</td>
</tr>
<tr>
<td>11</td>
<td>Mono drama</td>
<td>Insight into a given interaction.</td>
</tr>
<tr>
<td>12</td>
<td>Shifting physical position</td>
<td>Highlighting of communication problems.</td>
</tr>
<tr>
<td>13</td>
<td>Structured role playing</td>
<td>Role-play with predetermined objectives</td>
</tr>
<tr>
<td>14</td>
<td>Multiple role playing</td>
<td>Providing a common focus of discussion</td>
</tr>
<tr>
<td>15</td>
<td>Built-in tension</td>
<td>Teaching the importance of resolving matters.</td>
</tr>
<tr>
<td>16</td>
<td>Shadowing</td>
<td>Working under a senior to watch and learn.</td>
</tr>
<tr>
<td>17</td>
<td>Outward bound training</td>
<td>Adventure sports for teams.</td>
</tr>
<tr>
<td>18</td>
<td>9+1+23</td>
<td>Self assessment by a leader of leadership skills</td>
</tr>
<tr>
<td>19</td>
<td>Lateral thinking</td>
<td>Thinking randomly to come up with new ideas.</td>
</tr>
<tr>
<td>20</td>
<td>Morphological Analysis</td>
<td>Listening to alternative solution to the problems.</td>
</tr>
<tr>
<td>21</td>
<td>Gordan Techniques</td>
<td>Steering a discussion to crystallise solutions.</td>
</tr>
<tr>
<td>22</td>
<td>Attribute listening</td>
<td>Isolation, selection and evaluation of a problem.</td>
</tr>
<tr>
<td>23</td>
<td>Cross cultural Training</td>
<td>Programmes to teach specifics of varied cultures.</td>
</tr>
</tbody>
</table>
Levels of Training Evaluation:

Evaluation of training can take place at 4 levels - Reaction, Learning, Behaviour and Results.

There are four levels of Training Evaluation:

<table>
<thead>
<tr>
<th>Level</th>
<th>Questions being asked</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result</td>
<td>Is the organisation better because of training?</td>
<td>Accidents, Quality, Productivity, Turnover, Morale, Costs, Profit</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Are trainees behaving differently on the job after training?</td>
<td>Performance appraisal by superior, peer, client, subordinate</td>
</tr>
<tr>
<td>Learning</td>
<td>To what extent do trainees have greater knowledge or skill after the training program than they did before?</td>
<td>Written tests performance test Graded simulation</td>
</tr>
<tr>
<td>Reaction</td>
<td>Did the trainees like the program? What improvements can they suggest?</td>
<td>Questionnaires.</td>
</tr>
</tbody>
</table>

- Reaction measures whether the employees appreciated the training and the facilities - it is usually measured by a questionnaire.
- Learning measures whether the employees know more than they did prior to undergoing training. Series of tests help identify learning.
- Behaviour measures what employees do on the job after the training. It is measured through performance Appraisal.
- Result measures at the over all outcome of the training and the impact that the training has on productivity, efficiency, quality, customer service or any other dimension. This can be measured by sales figures, production, consumer survey, or any other means that correspond to the firm’s performance measures.
- **Impediments to effective Training:**

  There are many impediments which can make a training programme ineffective. Following are the major hindrances:

  1) **management commitment is lacking and uneven:**
     Most companies do not spend money on training. They do not concentrate on managers, technicians and professionals. The rank- and – file workers are also ignored.

  2) **Aggregate spending on Training is inadequate:**
     Companies spend minuscule proportions of their revenues on training. Worse still, budget allocation to training is the first item to be cut when a company faces a financial crunch.

  3) **Educational Institutions award degrees but graduates lack:**
     This is the reason why business must spend vast sums of money to train workers in basic skills. Organisations also need to train employees in multiple skills.

  4) **Large Scale poaching of trained workers:**
     Trained workforce is in great demand. Companies insist employees to sign ‘bonds of tenure’ before sending them for training. Such bonds are not effective as the employees or the poachers are prepared to pay amounts as compensation when bonds are breached.

  5) **No help to workers displaced because of downsizing:**
     Organisations are downsizing and de-layering in order to trim their workforces.

  6) **Employers and B schools must develop closer ties:**
     ‘B’ schools are often seen as not responding to labour market demands. Business is seen as not communicating its demand to B schools.

  7) **Organised labour can help:**
     Organised labour can play a positive role in imparting training to workers.
How to make Training effective?

Action on the following lines needs to be initiated to make training practices effective-

1) Ensure that the management commits itself to allocate major resources and adequate time to training. This is what high-performing organisation does. For example- Xerox Corporation, in the US invests about $300 million annually, or about 2.5% of its revenue on training.

2) Ensures that training contributes to competitive strategies of the firm. Different strategies need different HR skills for implementation. Let training help employees at all levels acquire the needed skills.

3) Ensure that a comprehensive and systematic approach to training exists, and training and retraining are done at all levels on a continuous and ongoing basis.

4) Make learning one of the fundamental values of the company. Let this philosophy percolate down to all employees in the company.

5) Ensure that there is proper linkage among organisational, operational, and individual training needs.

6) Create a system to evaluate the effectiveness of training.
CASE STUDY

➢ Travails of a Training Manager:

Ashwin Kumar, who had recently joined Systems, as a training manager, was feeling uneasy at the end of his first meeting with Pesu Shroff, the managing director of the company. Systems was a ten year old unit employing 300 people. It had a turn over of Rs.25 crore the previous year. The company traded in several products both domestic and imported. Nearly 80% of his turn over come from selling electronic component products which were assembled locally from imports of semi-knocked down kits. The landed cost of its imports was about Rs. 10 crore last year. The products had an assured demand in the country, with smuggled goods from Taiwan and Korea providing whatever little competition there was. The company had been operating in a sellers market for years and, as a result, most of its activities were production oriented rather than market oriented.

Early during the current financial year, the government of India had announced, as a part of its economic liberalisation strategy, several policy measures which made imports costlier. All imports had to be financed by exports- there were restrictions on margin money and interest rates for working capital had shot up at one stroke. With little export income in its account, systems had no choice but to discontinue importing SKD kit. The company management had 3 option before it. First, to build up its domestic trading activity rapidly; second, to assemble at least a few of the component products from raw materials sourced locally and third, pursue after – sales service aggressively both to generate revenue in the short run and to establish an enduring client- base for the company’s products in the long run.

Invariably, this meant that the survival of systems depended on how quickly it could train its people-beginning from a handful of sales engineers- to become market centred and customer friendly in their approach to business. The days of easy revenue money are over for us, “shroff had told Kumar, who had a formal training in HRD and had been an officer in the training cell of a multinational firm before signing up with Systems.” We have to compete now in the market place and sell hard to be
able to secure orders. Times are changing. We have to change too. And that is where you come in. It will be your responsibility, as the training manager, to ensure that people, here acquire marketing skills,” he said, adding, as a clincher, “frankly, have always felt that a salesman is born, not trained. I have had no belief in non-technical training. In fact, have found no need so far for a training manager at Systems. But I am prepared to do anything to get more sales.”

That punching was what had made Kumar uneasy. But he decided to let it pass. Over the next few days, Kumar got busy evolving specific training packages for workers, shop- floor supervisors, administrative staff and senior functional executive and an intensive module for field salesman. Deciding to start with the salesman first, he met the sales manager to ask him to depute 10 salesmen for a training session the next day. The sales manager was sceptical and only half heartedly consented to release people for the two- day training.

The session was a disaster. No one showed any interest in the proceedings. In fact, one of the salesmen came up to him during the coffee break and said,” you see, all this is a waste of time. Take the client for a drink and you get the sale. It is as simple as that. It has worked in the past and it will work in the future”. Kumar laughed it off but the message had been delivered. The attendance for the second day session was thin. This lack of interest was again obvious at the session for workers next day. The works. Manager who had originally agreed to the idea was vague about the absence of so many workers at the training session. “They are sick, I believe,” he said, marking no attempts to hide his feelings that to him the whole thing was a big joke.

Kumar had encountered such resistance in the company where he had worked earlier. He also knew that his training capsule was very effective. He was aware that training needs were universal for all companies and so were the training techniques which were also easily transferable from one set of working conditions to another and from one industry to another. He also knew that he had the aptitude and interest to become a professional trainer. But Kumar began to realise that he had made a few tactical errors in this particular case. He should have perhaps asked Shroff to personally inaugurate the training session to give the whole exercise an air
of formality and more importantly of authority. He should have perhaps started with the module for senior executives first.

“I must find a way out of this and bring everyone round. There is simply no way I am going to accept failure. Whatever damage there has been must be undone. I must do something,” he said to himself. What should he do?

➢ How does performance management differ from training?

Training has completely eclipsed learning. Performance management is all about learning newer values for achieving long-term goals. While training has always been judged quantitatively, learning without measurement is like a ship without a sail. When companies are becoming “global”, it is imperative to measure it quantitatively. The budget was spent, the courses took place, the trainers imparted their skills, the trainees return to their offices- but what was the net outcome? Performance management, on the other hand, is like a good butler, if a company has a problem, like a good butler we listen and serve to fix it up. It is more like coaching a company for bigger responsibilities.

➢ Is there a way to measure performance management?

Besides statistical analysis, the best way to measure performance management through mystery shopping, a tool to measure how well new knowledge is being applied in practice. The only difference between mystery shopper and real client customers is that the mystery shoppers record and reveal what happened to them. In all other respects they are the genuine article, meeting the demographic profile and living locally. They can find out exactly what it feels like to be a customer and how staff reacts to a scenario that they convincingly enact.

➢ Indian companies are going global. Does culture diversity come in the way of the employee- employer relationship?
Culture diversity has to be kept in mind especially following any M and A deals. However, constant dialogue can be cathartic. It breaks barriers and helps in establishing a foot hold in the global arena.

➤ **How important are coaching and mentoring to the managerial cadre?**
Coaching can unleash the potential on a one-to-one or person-to-person basis in a non-threatening manner. It is personal therapeutic counselling. Managers are expected to wear the coaching hat more often then their managerial hats.

Likewise, CEO s are desperately seeking a sounding board and want to partner with some one, who can help them navigate their business challenges and realise their full potential. Organisations need to be hand-help and they must provide platforms for engagements.

➤ **Impact Assessment Exercise:**
5.2) ORIENTATION PROGRAMS:

Orientation also called induction is designed to provide a new employee with the information he or she needs to function comfortably and effectively in the organisation. It is a planned introduction of new hires to their jobs, their peers and the company.

Orientation conveys 3 types of information:

1. A review of the firm’s history, founding fathers, objectives, operations and products or services as well as how the employee’s job contributes to the organisation’s needs.
2. General information about the daily work routine;
3. A detailed presentation, perhaps, in a procedure of the organisation’s policies, work rules and employee benefits.

5.2.1 Purpose of Orientation:

Firms are known to spend a few weeks or even months on orientation programmes. The idea is to make the new employees feel ‘at home’ in the new environment. It is a well known fact that employees feel anxious on entering an organisation. They worry about how well they will perform on the new jobs. They feel inadequate when they compare themselves with the more experienced employees, and they are concerned about how well they will get along with their co-workers. Effective Orientation programmes reduce the anxiety of new employees by providing them information on the job environment and on supervisors, by introducing them to co-workers, and by encouraging them to ask questions.

The ease with which employees adjust to a new job and work environment is often, a function of the expectations they bring to the job. If expectations are realistic, adjustments will be relatively simple. If, however, expectations are unrealistic or unreasonable, adjustment will be more difficult.
5.2.2 Importance of Orientation:

1. The first days on the job were anxious and disturbing ones.
2. ‘New employee’s initiation’ practices by peers intensified anxiety.
3. Anxiety interfered with the training process.
4. Turnover of newly hired employee was caused primarily by anxiety.
5. The new workers were reluctant to discuss problems with their supervisors.

Employee orientation is aimed at minimising such problems. Orientation seeks to expose new employees to all areas of the company. This prevents inductees from getting overspecialised. Induction makes new hires become productive to the company quickly.

Finally, a good orientation programme will create a favourable impression of the firm and of an individual helps to form a good relationship, so a good initial impression of a company, a co-worker, or a supervisor can help a new employee adjust better. Further, effectiveness of an orientation programme can have a lasting effect on absenteeism and turnover.

First developed in the US during early 1970’s, orientation is gaining popularity. Several blue chip companies are orienting their new hires. Prominent user companies are the Taj Group of hotels, Colgate- Palmolive etc.

5.2.3 Orientation programme:

A firm needs to make 4 strategic choices before designing its orientation programme. They are:

1. Formal or informal
2. Individual or collective
3. Serial or disjunctive
4. Investiture or divestiture.
Strategic choices of Orientation

1. Formal or Informal: In informal orientation, new hires are directly put on the jobs and they are expected to acclimatise themselves with the work and the company. In formal orientation, the management had a structured programme which is executed when new employees join the firm.

2. Individual or collective: The individual approach is likely to develop far less homogeneous views than collective orientation. Orienting each person separately is an expensive and time-consuming process.

3. Serial or Disjunctive: Orientation becomes serial when an experienced employee inducts a new hire. The experienced employee acts as a tutor and model for the new hire. When hires do not have predecessors available to guide them or to model their behaviour upon, the orientation become disjunctive.

4. Investiture or Divestiture: Investiture orientation seeks to ratify the usefulness of the characteristics that the person brings to the new job. Most high-level appointments follow this approach, because a person is appointed as an executive on the basis of what he or she can bring to the company.
Divestiture orientation, seeks to make minor modifications in the characteristics of the new hire, albeit, he or she was selected based on his or her potential for performance.

5.2.4 Requisites of an Effective Orientation Programme:

Orientation programme, to be effective, must be based on serious consideration to attitudes, behaviours and information that new employee need.

1. Prepare for New Employees: New employees, must, initially, feel that they belong to the organisation and are important. Therefore, both the supervisor and the HR unit should be prepared to receive the employee. It is very uncomfortable for a new employee to arrive at work and have a manager say, “oh! I didn’t realise you were coming to work today “or” who are you.” This depersonalisation, obviously, does not create an atmosphere of initial acceptance and trust.

2. Determine information new employees want to know: the overriding question guiding the establishment of an orientation programme is, “what does the new employee need to know now?” often, new employees receive information on issues, much of which is not immediately required. At the same time, they fail to get vital information needed during the first day of a new job.

3. Determine how to present information: Line managers and HR representatives should determine the most appropriate way to present the orientation information. E.g. rather than telling an employee verbally, information on company sick leave and holiday policies may be presented on the first day in a handbook.

4. Completion of paper work: All essential paper work should be completed during orientation so that the employee gets paid accurately and on time. Various tax and insurance forms as well as time cards and other items need to be completed in a timely fashion.
5.2.5 Topics often covered in Employee orientation Programmes

Organisational issues-
✓ History of employer
✓ Organisation of employer
✓ Names and titles of key executives
✓ Employees title and department
✓ Layout of physical facilities
✓ Probationary product
✓ Product line of services provided
✓ Overview of production process
✓ Company profile and rules
✓ Disciplinary regulations
✓ Employee hard work
✓ Salary procedure

Employee Benefits:
✓ Pay scale and days
✓ Vacations and holiday
✓ Rest breaks
✓ Training and education benefits
✓ Counselling
✓ Insurance benefits
✓ Retirement programme
✓ Employer provided services to employee
✓ Rehabilitation programmes

Introduction:
✓ to supervisor
✓ to trainers
✓ to co-workers
✓ to employee counsellor
**Job duties:**

- Job location
- Job tasks
- Job safety requirements
- Job objectives
- Overview of job
- Relationship to after job.

### 5.2.6 Evaluation of Orientation Programme:

Generally, firms with formal orientation programmes ask employees to complete a questionnaire evaluating the programme. It is described that the questionnaire is administered after same length of time, in order to enable the employee to gain some perspective about the work and the company. The feedback from the employees enables a firm to adopt its orientation programme to the specific suggestions of the new employees, will receive an orientation that could help them improve their performance.

### 5.2.7 Problems of orientation:

- Supervisor who is entrusted with the job is not trained.
- Employee is overwhelmed with too much information.
- Employee is overloaded with forms to complete.
- Employee is asked to perform tasks where there are high chances of failure that could needlessly discourage the employee.
- Employee is forced to fill in the gaps.
- Employee is thrown into action too soon.
- Employee’s mistakes can damage the company.
- Employee may develop wrong perception because of short periods spent on each job.
5.3) PROVIDE ONGOING COACHING AND FEEDBACK:

Coaching is given by one who is senior to the person, receiving the help-in competence, knowledge, psychological expertise, or in the hierarchical position in on organisation. There are 3 main processes involved in coaching-communication, influencing and helping. The coach essentially communicates with the employee. Communication involves receiving messages (listening), giving messages (responding), and giving feedback. The person who provides coaching does all the 3 things. Coaching also involves influencing the counselee in several ways. The manager cannot deny the fact that he is influencing his employee in such a way that the latter is able to move in some direction. However, this influence is of a special that is enabling the other person to exercise more autonomy, providing positive reinforcement so that desirable behaviour is further strengthened, and creating conditions in which the person is able to learn from the behaviour of the coach through the process of identification. The 3rd element in the process, i.e., helping, also functions in a similar way. It involves 3 different elements. Firstly, helping behaviour is based on the concern and empathy the coach has for his counselee. Secondly, it is also based on the mutuality of relationship; the counselee responds as much to the coach’s needs as the latter does to the formers. Finally, helping primarily involves identification of developmental needs of the counselee so that he may be able to develop and increase his effectiveness.

This dynamic process of coaching is shown here-
5.3.1 The process of Coaching:

![Diagram showing process of coaching]

5.3.2 Condition for Effective Coaching:

Coaching is a means and not an end in itself. Development does not occur just because there is coaching. Coaching could be an effective instrument in helping people integrate with their organisations and have a sense of involvement and satisfaction. The following conditions are necessary for coaching to be effective:

1. General climate of openness and mutuality
2. General helpful and empathic attitude of management
3. Uninhibited participation by the subordinates in the review process.
4. Dialogic relationship in goal setting and performance review
5. Focus on work-oriented behaviour
6. Focus on work-related problems and difficulties
7. Avoidance of discussion of salary and other rewards.
The company is responsible for coaching and mentoring employees to assist them in reaching their goals and achieving optimal performance. Ongoing feedback and coaching is used to reinforce appropriate behaviour, to teach the employee new skills, to motivate employee to pursue higher levels of performance, to mentor employees, as well as to correct performance deficiencies.

5.3.3 Benefits of coaching:
1. Help employees to build their skills and independence.
2. Increase productivity, the quality of work and the effectiveness of the work group.

5.3.4 During coaching employees will be:
✓ Observing the employee’s performance.
✓ Recording work performance, especially incidents of outstanding and/or sub standard performance.
✓ Talking to the employee about work progress.
✓ Providing advice and help in areas where performance does not meet expectations.
✓ Giving constructive feedback.

5.3.5 Feedback:
Interpersonal feedback is an important input for increasing self awareness. It helps in reducing the blind area of a person, helping him to become more aware about his strengths and weaknesses. If properly used, it results in a higher mutuality between 2 persons.
Feedback will be effective if the person giving feedback (coach) makes sure that it is:

1. Descriptive and not evaluative;
2. Focused on the behaviour of the person and not on the person himself;
3. Data based and specific and not impressionistic;
4. Reinforces positive new behaviour;
5. Suggestive and not prescriptive;
6. Continuous;
7. Mostly personal, giving data from one’s own experience;
8. Need based and solicited;
9. Intended to help;
10. Focused on modifiable behaviour;
11. Satisfying the needs of both giver and receiver of feedback;
12. Checked and verified;
13. Well timed; and
14. Contributes to mutuality and building up of relationship.

From the point of view of the one who receives the feedback, it is necessary that the reaction to feedback is more in terms of exploring ways of improving behaviour rather than of defensive behaviour. The following defensive behaviour might not help in using feedback properly; the behaviour which are opposite of these may be helpful:

1. Denying feedback as opposed to owning up responsibility for behaviour.
2. Rationalisation as opposed to self-analysis to find why such behaviour was shown.
3. Projection as opposed to empathy.

4. Displacement as opposed to exploration.

5. Quick acceptance without exploration as opposed to collecting more information and data to understand the behaviour.

6. Generalisation as opposed to experimenting.

Employees like to know how they are doing. The annual review, where the manager shares the subordinate’s evaluations with them, can become a problem. In some cases, it is a problem merely because managers put off such reviews. This is particularly like if the appraisal is negative. The solution lies in having the manager share with the subordinate both expectations and disappointments on a day-today basis. By providing the employee with frequent opportunities to discuss performance before any reward or punishment consequences occur, there will be no surprises at the time of the annual formal review. In fact, where ongoing feedback has been provided, the formal sitting down step should not be particularly traumatic for either party.

Providing feedback to employees about their performance is an important responsibility for all supervisors/managers and an integral part of performance development.

Effective feedback is descriptive, not judgemental. It is focused on behaviour, not personal characteristics or attitude. It is a collaborative effort intended to help the employee.

There are 2 kinds of feedback that can help the employee:

a.) Praise

b.) Constructive comments.
Praise for a job well done encourages the employee. Praise supports the employee’s work performance.

Constructive comments show the employee where he/she is having performance problems. They offer ways to correct those problems.

Feedback helps the employee to meet performance requirements. When feedback guides the employee, it is a useful learning tool. When it includes praise, feedback is supportive. The result is a more confident and competent employee.

The use of feedback shows that:

- ✓ Employees learn faster when the feedback is clear.
- ✓ Regular feedback increases motivation.
- ✓ Regular feedback promotes high esteem and friendliness.
- ✓ Feedback improves performance when it makes comparisons to a previous goal or performance expectations.
- ✓ Regular, objective feedback increases job satisfaction.

5.4) PROVIDE CAREER DEVELOPMENT OPPORTUNITIES:

Career is progress or generalised course of action of a person in some profession or in an organisation. Elaborating further, career includes the specific jobs that a person performs, the kinds of responsibilities and activities that comprise those jobs, movements and transitions between jobs, and an individual’s overall assessment of and feelings of satisfaction with these companies of his or her career.

Career development refers to a formal approach used by the firm to ensure that people with proper qualifications and experiences are available when needed. Career development benefits both employees as well as organisations, as properly developed employees are better equipped to add value to themselves and to the company.
Energy organisation benefits both employees as well as organisations, as properly developed employees are better equipped to add value to themselves to the company.

Every organisation needs to have career development programme and integrate the function with other HR activities. Integrating career development with other HR programmes creates synergies in which all aspects of HR reinforce one another.

5.4.1 Career Development Initiatives:

Organisations devise and implement several initiatives in order to develop their employee’s careers. More significant of them are career planning workshops, career counselling, mentoring, sabbaticals, personal development plans and career workbooks.

✔ Career planning workshops: Structured workshops are available to guide employees individually through systematic self-assessment of values, interest, abilities, goals and personal development plans. During workshops, employees are made to define and match their specific career objectives with the needs of the company.

✔ Career counselling: It helps employees discuss their career goals in one-to-one counselling sessions. Along with goals, other variables identified are capabilities, interests and current job activities and performance.

✔ Mentoring: It involves coaching, advising and encouraging employees of usually lesser ranks. It is an important aid in the development of an employee (Mentee). It is also valuable for improving the job involvement and satisfaction of the mentor.

✔ Sabbaticals: These are temporary leaves of absence from an organisation, usually at a reduced amount of pay.
Personal Development plans: In these employees write their own personal development plans. It includes development needs and action plans to achieve them.

Career workbooks: These consist of questions and exercises designed to guide individuals to figure out their strengths and weaknesses, job and career opportunities, and necessary steps for reaching their goals.

5.5) DESIGN EFFECTIVE COMPENSATION SYSTEMS:

Compensation refers to a wide range of financial and non financial rewards to employees for their service rendered to the organisation. It is paid in the form of wages, salaries and employee benefits such as- paid vacation insurance, maternity leave, free travel facility, retirement benefits etc. Monetary payments are a direct form of compensating the employees and have a great impact in motivating employees. The system of compensation should be so designed that it achieves mainly 3 things:

1. Capable employees are attracted towards the organisation.
2. The employees are motivated for better performance.
3. The employees do not leave the employer frequently.
5.5.1 Elements of Compensation:

In organisation workers are compensated in the following ways:

- Monthly wages and salary or total pay including basic wage, house rent allowance, dearness allowance, city compensation.
- Bonus at the end of the year.
- Economic benefits such as paid holidays leave and travel concession.
- Contribution towards insurance premium.
- Contribution towards employee provident fund.
- Transport and medical facility.

5.5.2 Types of compensation:

![Diagram of compensation types](image-url)
- **Base Compensation:**

  It is the monetary benefits given to the employees in the form of wage or salary.

  **Wage:** Wages may be defined as aggregate earning of an employee for a given period of time such as day or a week or a month. Wages are basically price paid for the labour in the process of production. Payment made to the labour is generally referred to as wages. It is composed of 2 parts- the basic wage and the other allowances. The allowance includes dearness allowance, city compensatory, overtime pay, and medical allowance etc.

  **Salary:** It is compensation to an employee for services rendered on a weekly, monthly or annual leaves. It is annually associated with office staff, supervisors, researchers, managers etc. whose performance cannot be measured directly.

  Structure of wage and salary:

  \[
  \text{Basic + Dearness allowance + Other allowance}
  \]

- **Supplementary compensation:**

  It involves ‘Fringe benefits’ offered through several employee services and benefits such as subsidized food, medical aid, crèche etc.

  **Basic wage:** The basic wage in India corresponds with what has been recommended by the fair wage committee (1948) and 15\textsuperscript{th} Indian labour conference (1957).

  While deciding basic wage following criteria may be considered:
  - Skill need of the job
  - Experience need
  - Difficulty of work
  - Training need
  - Responsibility needed
  - Hazardous nature of the job
**Dearness allowance:** It is the allowance paid to the employees in order to enable them to face with the increasing dearness of essential commodities. Instead of increasing the wage every time, if there is a rise in price levels DA is paid to neutralise the effects of inflation. When price go down DA can also be cut down.

**Other allowances:** Because of increasing competition in the job market, other allowances granted by employees is expanding. A list of other allowance is:

- Attendance
- Books
- Car
- Credit card
- City compensatory
- Club membership
- Computer
- Driver
- Education
- Family
- Group insurance
- Lease travel
- Lunch
- Medical
- Night shift
- Overtime
- Paternity and maternity
- Pension
- Provident fund
- Servant
- Tiffin
- Transport
- Telephone
- Uniform
**Allowances:** The worker gets 12% HRA+ other allowances like welfare + fuel and petrol allowances + production allowances + education + washing allowances.

For high skilled – Rs.1550 to 1650/-

For skilled- Rs. 1450 to 1495/-

For semi skilled- Rs.1380 to 1280/-

**Other allowances:**

1. 12% of basic of HRA (those who are not accommodated in company's quarters)
2. Welfare allowances of Rs.100 per month to all workers.
3. Travelling allowances Rs.320
4. Production allowance of Rs. 80
5. Night shift allowance of Rs.4/-shift
6. Workers are given loan facility
7. Attendance incentives 2.5 days basic wage for working 30 days.

**Bonus:** All the employees are entitled to get bonus. Generally, it is paid before Diwali. Structure of bonus is 20% of basic salary.

**Wages for overtime:** Double of the basic wages is paid to permanent company workers those who are doing overtime.

**Employee’s provident fund:** 12% of basic salary was paid by employer from which 3.67% of basic goes to the employees P.F and 8.33% goes to employees pension fund.

**Gratuity:** The employees who have been working for at least 5 years are entitled to get gratuity. It is calculated as:

\[
\text{Last basic salary drawn} \times 15 \times \frac{\text{period of service}}{26}
\]
Employees state Insurance scheme: 4.75% paid to ESI of an employees share to each employee.

- sickness benefit
- Medical benefit
- Maternity

➢ Conclusion:

Analysing the compensation system of the company and interrogation to employees following conclusion has been drawn:

Young employees are highly optimistic. Wherever they get more compensation they switch over to there. So, better compensation system can really do a lot.

Basic salary for the consecutive 3 years:

<table>
<thead>
<tr>
<th>Year/skill</th>
<th>High skilled</th>
<th>Skilled</th>
<th>Semi skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>14900</td>
<td>8780</td>
<td>6340</td>
</tr>
<tr>
<td>2010</td>
<td>15300</td>
<td>9200</td>
<td>6675</td>
</tr>
<tr>
<td>2011</td>
<td>17195</td>
<td>9560</td>
<td>6900</td>
</tr>
</tbody>
</table>

A performance based compensation plan should be designed to encourage employees to behave in ways that will result in attainment of the goals of your company, while also meeting your employees’ personal objectives. Company goals usually include growth, profitability, quality service, efficiency, effectiveness and image and reputation. To attract desirable employees, your base pay and earnings potential should be competitive within industry (equal to or better than your main competitors for employees).

The pay plan must be objective and fair to all employees. Rewards should be commensurate with contributions. The behaviours and attitude your pay plan should encourage include honesty, professional pride, continuing professional education,
loyalty, thoroughness, accuracy, efficiency, teamwork, salesmanship, courtesy, concern for clients, self-direction, frugality and long term thinking. People’s compensation plan, devised with these factors in mind, includes a competitive guaranteed wage as a draw against commissions for individual and office production. Additional commissions are paid for experience, helping to generate office revenue growth, attaining and maintaining professional. Establishing a sound compensation plan is one of the most important projects you will undertake. Once the plan is established, it is difficult to make radical changes. Your compensation plan is an essential element of your ability to compete effectively.

Employee compensation in India has historically been significantly lower than employee compensation in the other countries for comparably skilled professionals, which has been one of the competitive strength of the company. However, compensation increases in India may erode some of its competitive advantage and may negatively affect the profit margins. Employee compensation in India is increasing at a faster rate than in the United States, which could result in increased costs relating to engineers, managers and other mid-level professionals. The company may need to continue to increase the levels of the employee compensation to remain competitive and manage attrition. Compensation increases may have a material adverse effect on the business, results of operation and financial condition.

5.6) TECHNICAL CONFERENCE:

In this method, services of supervisors who possess extensive knowledge about a job are used. It is from these experts that details about the job are obtained. Here, a conference of supervisors is used. The analyst initiates discussion which provides details about jobs. Though a good method of data collection, this method lacks accuracy because the actual job holders are not involved in collecting information.